



North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Standards Assessment Report

Granville County Schools

101 Delacroix Street
Oxford, North Carolina, United States 27565

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

Purpose of the Report

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help school systems prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, school systems must meet the AdvancED standards, engage in a process of continuous improvement, and demonstrate quality assurance through internal and external review.

The Standards Assessment Report engages the school system in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school system identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school system identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school system. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school system and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report includes four sections: 1) a review of each standard; 2) a description of the school system's methods for quality assurance; and 3) conclusion.

The review of each standard is divided into three components: 1) the Indicators rubric; 2) focus questions; and 3) overall assessment rubric. The Indicators rubric enables the school system to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and Indicators. For each Indicator, the school system may check if the practices and/or processes are highly functional, operational, emerging, or not evident. The school system should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school system can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school system to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school system to describe the systematic and systemic processes that are in place to support its ability to meet the Indicators. The section asks, "How are the practices/processes implemented?"

The overall assessment describes how well the school system and its schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps the school system judge where it is in relation to each standard. The "operational"

level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

The description of the school system's methods for quality assurance should include an overview of the practices and methods the school system uses to monitor and document improvement, provide meaningful feedback and support across the district, ensure that the AdvancED standards are met and strengthened, and regularly collect, use, and communicate results.

The conclusion provides an opportunity for the district to share final insights and information.

Completion and Submission of the Report

This Standards Assessment Report is to be completed by the school system between six months and four weeks prior to hosting a Quality Assurance Review (QAR) visit. It is strongly recommended that a wide and broad cross-section of the school system's community participate in completing this report. The report will become the basis of the Quality Assurance Review Team's review.

Directions for Completing the Report

Follow the instructions to complete each section of the report. Be thorough and concise in your answers, focusing on quality and depth over quantity.

Demographics

# Elementary Schools:	9
# Middle Schools:	4
# High Schools:	6
# Other:	0
Grade(s):	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Enrollment:	8617

Executive Summary

Please provide an overview of the school system's profile. Please include:

- The school system's vision and goals;
- A description of the programs and services (including number and type of schools) under the jurisdiction of the system;
- Demographic information about school system's community;
- A summary of student performance across the system;
- An overview of any major trends or issues impacting the school system; and
- A summary of the major strengths and needs of the school system.

Granville County Schools' Mission

In partnership with the community,
we will continually improve all educational services
to prepare our students today for a successful tomorrow.

Granville County Schools' Vision

Every Student: Actively Learning, Accepting Others, Achieving
Every Teacher and Staff Member: Leading, Learning, Loving Children
Every Parent and Community Member: Invited, Invested, Involved

Granville County Schools' Goals

District School Improvement Plan

Goal 1 – North Carolina public schools will produce globally competitive students.
Granville County Schools will improve student academic performance.

- Increase literacy.
- Increase SAT scores and participation rate.
- Narrow the achievement gap.
- Reduce dropout rate.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.
All Granville County School personnel will be consciously competent and demonstrate such in the workplace.

- Implement new standards for teachers and administrators.
- Improve teacher talent development.
- Enhance breadth and depth of instructional technology.
- Maximize use of GCS personnel to provide staff development.

Goal 3 – North Carolina Public School students will be healthy and responsible.
Granville County Schools will be safe places in which all stakeholders are invited, invested and involved.

- All Granville County School facilities will be maintained such that they are safe, clean, and inviting places to be.
- Granville County School policies and procedures will continue to provide for safe, caring, and orderly

environments.

- Granville County Schools will continue to improve access to opportunities that will enhance student well-being.
- Granville County Schools is committed to providing students with the tools to become productive citizens.

Goal 4 – Leadership will guide innovation in North Carolina public schools.

Granville County Schools will preserve the tradition of continuous improvement.

- Granville County Schools will build teacher/administrator capacity through talent development.
- Granville County Schools will continue to create and develop innovative applications for technology use.
- Granville County Schools will continue to provide avenues for stakeholders to participate in the decision-making process.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

Granville County Schools will continue to develop a systematic approach to all operations.

- Expand existing initiative to support instructional technology.
- Continue to develop financial procedures that maximize resources.
- Continue to improve record keeping processes and procedures.
- Continue to improve the effectiveness and efficiency of support services.
- Continue to use data to improve facility operations and student performance.

Governance and Administration

The members of the Board of Education are:

Chair: Leonard E. Peace, Sr. 1989-2012

Vice-Chair: Brenda Dickerson-Daniel 2002-2012

Donnie L. Boyd 2004-2012

Shirley H. Lane 2004-2012

B. Patrick Cox 2004-2012

Catherine Lyon 2006-2012

Toney William Smith 2008-2012

The superintendent of the Granville County Schools is Dr. Timothy J Farley, who has served in this position since July of 2007.

GRANVILLE COUNTY SCHOOLS

Granville County has 20 schools:

- * **Nine Elementary Schools**
- * **Four Middle Schools**
- * **Two Traditional High Schools**
- * **Three Redesigned Small Schools**
- * **One Early College High School**
- * **One Alternative School**

ELEMENTARY SCHOOLS

Butner-Stem Elementary - PK-5

Gus Gillespie, Principal
gillespieg@gcs.k12.nc.us
201 East D Street
Butner, NC 27509
Tel: 919-575-6947
Fax: 919-515-6130

C. G. Credle Elementary - K-5
Tonya Thomas, Principal
thomast@gcs.k12.nc.us
223 College Street
Oxford, NC 27565
Tel: 919-693-9191
Fax: 919-603-0047

Creedmoor Elementary - K-5
Brian Mathis, Principal
mathisb@gcs.k12.nc.us
305 E. Wilton Avenue
Creedmoor, NC 27522
Tel: 919-528-2313
Fax: 919-528-9523

Joe Toler-Oak Hill Elementary - K-5
Michael Allen, Principal
allenm@gcs.k12.nc.us
8176 Hwy. 96
Oxford, NC 27565
Tel: 919-693-8935
Fax: 919-693-4040

Mt. Energy Elementary - PK-5
Tina Clayton, Principal
claytontb@gcs.k12.nc.us
2652 Hwy. 56
Creedmoor, NC 27522
Tel: 919-529-0586
Fax: 919-529-0238

Stovall-Shaw Elementary - PK-5
Kathy Twisdale, Principal
twisdalek@gcs.k12.nc.us
7696 Hwy. 15 N, PO Box 39
Stovall, NC 27582
Tel: 919-693-3478
Fax: 919-693-4959

Tar River Elementary -PK-5
Diane Garrison, Principal
garrisond@gcs.k12.nc.us

2642 Philo White Rd.
Franklinton, NC 27525
Tel: 919-528-2767
Fax: 919-528-2774

West Oxford Elementary - PK-5
Melody Wilson, Principal
wilsonm@gcs.k12.nc.us
412 Ivey Day Road
Oxford, NC 27565
Tel: 919-693-9161
Fax: 919-693-9163

Wilton Elementary - K-5
Jennifer Carraway, Principal
carrawayj@gcs.k12.nc.us
2555 Hwy. 96
Franklinton, NC 27525
Tel: 919-528-0033
Fax: 919-528-9852

MIDDLE SCHOOLS

Butner-Stem Middle - 6-8
Andre' Ross (Doc) , Principal
rossa@gcs.k12.nc.us
501 East D. Street
Butner, NC 27509
Tel: 919-575-9429
Fax: 919-575-5894

G. C. Hawley Middle - 6-8
Frank Wiggins, Principal
wigginsfd@gcs.k12.nc.us
2173 Brassfield Rd.
Creedmoor, NC 27522
Tel: 919-528-0091
Fax: 919-528-0051

Mary Potter Middle - 6-8
Julie Finch, Principal
finchj@gcs.k12.nc.us
200 Taylor Street
Oxford, NC 27565
Tel: 919-693-3914
Fax: 919-693-2896

Northern Granville Middle - 6-8
Jackie Harris, Principal
harrisj@gcs.k12.nc.us

3144 Webb School Rd.
Oxford, NC 27565
Tel: 919-693-1483
Fax: 919-693-1716

HIGH SCHOOLS

Granville Central High School - 9-12
Roy Winslow, Principal
winslowr@gcs.k12.nc.us
2043 Sanders Rd
Stem, NC 27581
Tel: 919-528-5530
Fax: 919-528-5574

Granville Early College High School - 9-11
Chris Ham, Principal
hamrc@gcs.k12.nc.us
1552 South Campus Drive
Creedmoor, NC 27522
Tel: 919-528-5531
Fax: 919-528-5584

J. F. Webb High School - 9-12
Calvin Timberlake, Principal
timberlakec@gcs.k12.nc.us
3200 Webb School Rd.
Oxford, NC 27565
Tel: 919-693-2521
Fax: 919-693-2589

J. F. Webb School of Health and Life Sciences - 9-12
Reginald Brooks, Principal
brooksw@gcs.k12.nc.us
3200 Webb School Rd.
Oxford, NC 27565
Tel: 919-693-6411
Fax: 919-693-6079

South Granville School of Integrated Technology and Leadership - 9-12
Katherine Fuerst, Principal
fuerstkl@gcs.k12.nc.us
701 N. Crescent Drive
Creedmoor, NC 27522
Tel: 919-528-5533
Fax: 919-528-5577

South Granville School of Health and Life Sciences - 9-12

Lisa Tusa, Principal
tusal@gcs.k12.nc.us
701 N. Crescent Dr.
Creedmoor, NC 27522
Tel: 919-528-5532
Fax: 919-528-5575

ALTERNATIVE SCHOOL

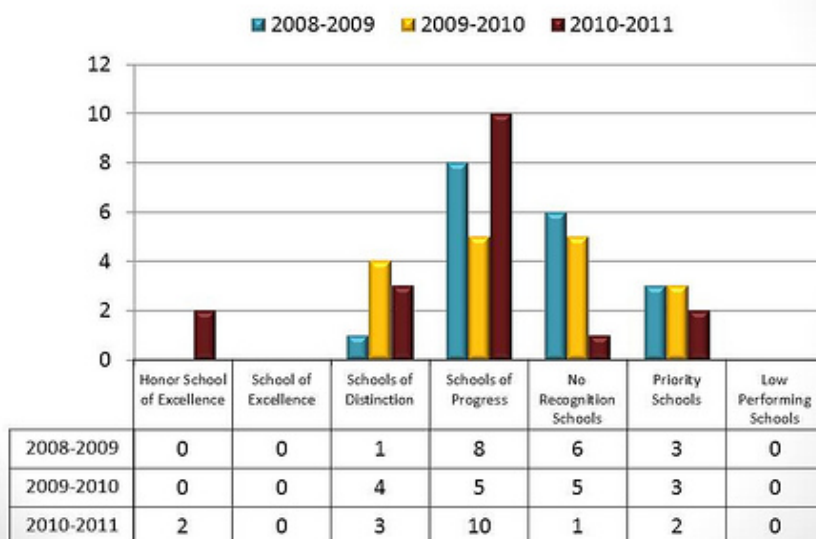
Center for Innovative Learning (CIL) - 6-12
Wade Lowry, Principal
lowryw@gcs.k12.nc.us
109 Park Ave.
Creedmoor, NC 27522
Tel: 919-690-2300
Fax: 919-690-2301

Demographic information

Granville County is a rural community located on Interstate 85, 57 miles north of Raleigh, North Carolina. Interstate 85 is the major route from Richmond, Virginia, to Atlanta, Georgia. The county is located near Research Triangle Park (the world's largest research complex), three universities (Duke University, University of North Carolina at Chapel Hill, North Carolina State University), and Raleigh-Durham International Airport. The county covers 536 square miles. The county population had steadily increased as more people moved to the area, especially the southern section, searching for the small town feel not far from larger cities. The population grew from 30,043 in 1980 to 53,840 in 2006. Towns in Granville County include Bullock, Butner, Creedmoor, Franklinton, Oxford (the county seat and location of the district administration building), Stem, and Stovall.

John Lawson, an explorer and surveyor, made an expedition into the interior of North Carolina in 1701. His published accounts of the areas did much to encourage the early settlement of what is now Granville County. Settlers came to the area to raise cash crops such as tobacco, corn, cotton, wheat, and oats. Granville County was formed from Edgecombe County in 1746. The first incorporated school, the Granville Hall Academy, was started in 1779. A state law passed in 1839 provided half the support for schools, with the county paying the other half by taxation. The first free public schools were opened in Granville County in 1840. The schools were for White students only, and the term was four months. The first Superintendent of Schools was elected in Granville County in 1853. A major decline in the number of schools and students attending occurred during the Civil War. In 1869, the North Carolina General Assembly added a general school tax, a prescribed four-month school term, and education for Black children. The first state appropriation of tax funds by the General Assembly in support of public education occurred in 1901. The Compulsory Attendance Law passed in 1913. The twelfth grade was added to all high schools in 1942. Granville County and Oxford City Schools merged in 1963. A Freedom of Choice Desegregation Plan was adopted in 1965. As a result, 154 Black students were accepted to formerly all White schools. All Granville County Schools were fully integrated in 1970.

Comparison of 2008-2009 through 2010-2011 ABCs Data



The above graph shows a steady improvement in the more prestigious recognition categories.

ABCs of Public Education Accountability Program

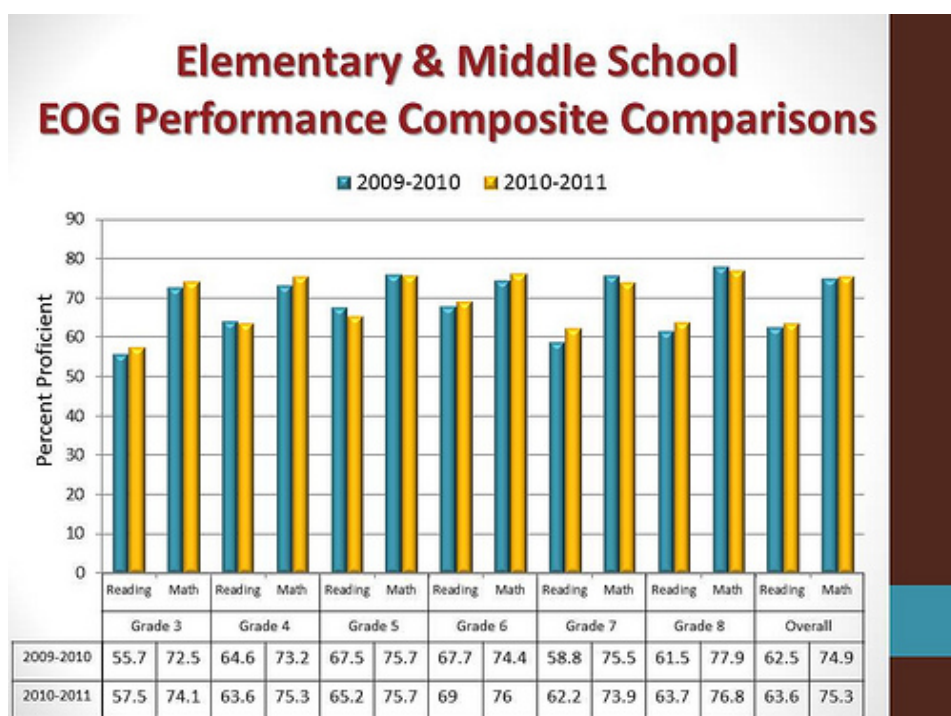
	Expected Growth	High Growth	Status/Recognition	Performance Composite
2008-2009	Not Met -0.013	Not Met 1.001	No Recognition	65.52
2009-2010	Met 0.018	Not Met 1.116	School of Progress	69.729
2010-2011	Met 0.061	Not Met 1.246	School of Progress	70.567

Data shown above indicates that GCS has met growth the last two years and has increased student overall proficiency by more than five points.

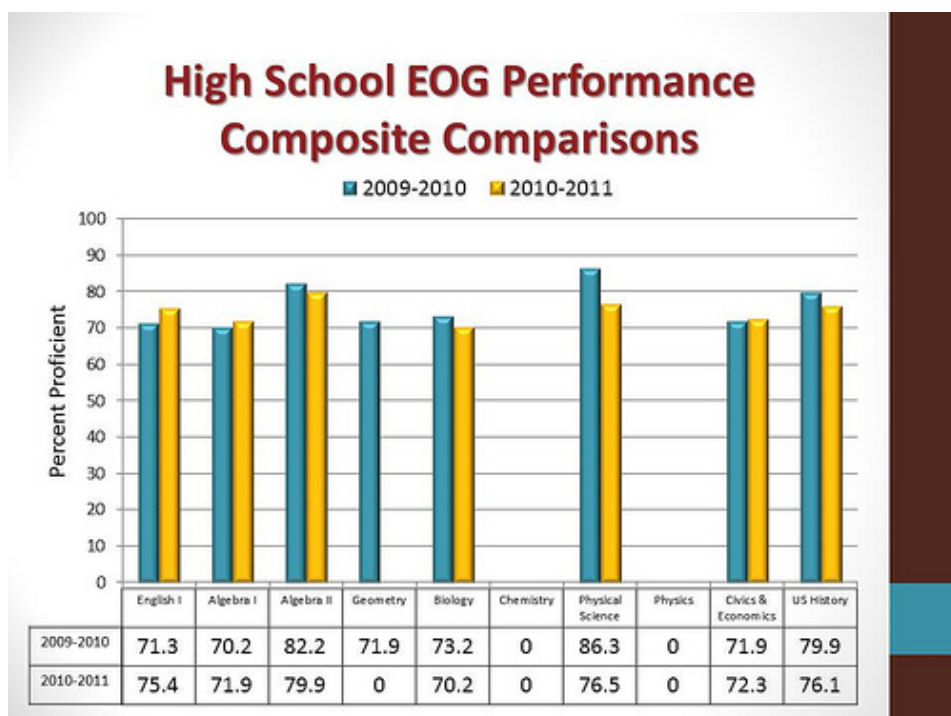
2010-2011 ABCs Results

	High Growth	Expected Growth	Less Than Expected	Row Total
Honor School of Excellence	2			2
Schools of Excellence				0
Schools of Distinction	2	1		3
Schools of Progress	6	4		10
No Recognition Schools			1	1
Priority Schools			2	2
Low Performing Schools				0
Total	10	5	3	18

The data reflects how our schools performed on the state's ABCs of Public Education Accountability program. GCS had 15 of 18 schools meeting either high growth or expected growth for the 2010-2011 school year in the North Carolina Accountability Model. There are (2) Honor Schools of Excellence, (3) Schools of Distinction, and (10) Schools of Progress that made expected or high growth. Under the state ABCs of Public Education, a school earns recognition as an Honor School Of Excellence when 90 percent of students are successful in meeting the proficiency standards on state testing, the school's state testing results show that it met or exceeded growth, and the school met the federal No Child Left Behind standard of Adequate Yearly Progress. Schools of Distinction have more than 80 percent of students scoring proficient on state assessments and meeting growth standards. One school received No Recognition. Schools receiving no recognition did not make their expected growth standards but have at least 60% of their students' scores at or above Achievement Level III.

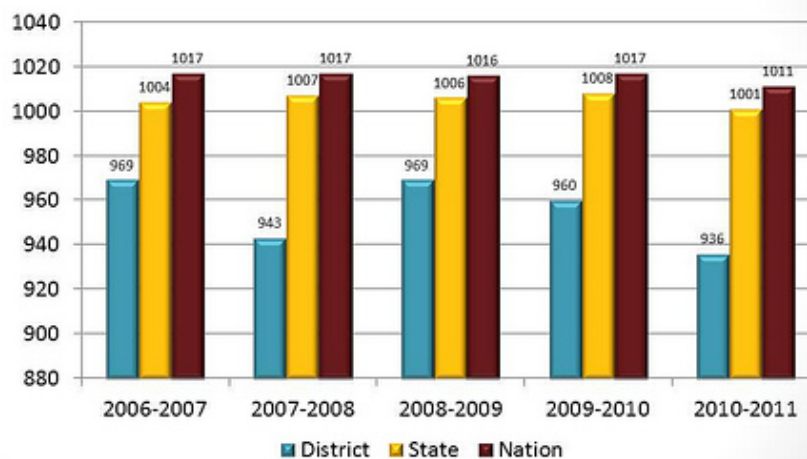


End-of-Grade performance composite results showed an increase in both reading and math for overall performance with most areas showing an increase in the previous (2) years data.



End-of-Course performance shows increases in (3) of the tested areas with (4) showing a slight decrease in the previous two years data.

Average Total SAT Scores Five Year Trend



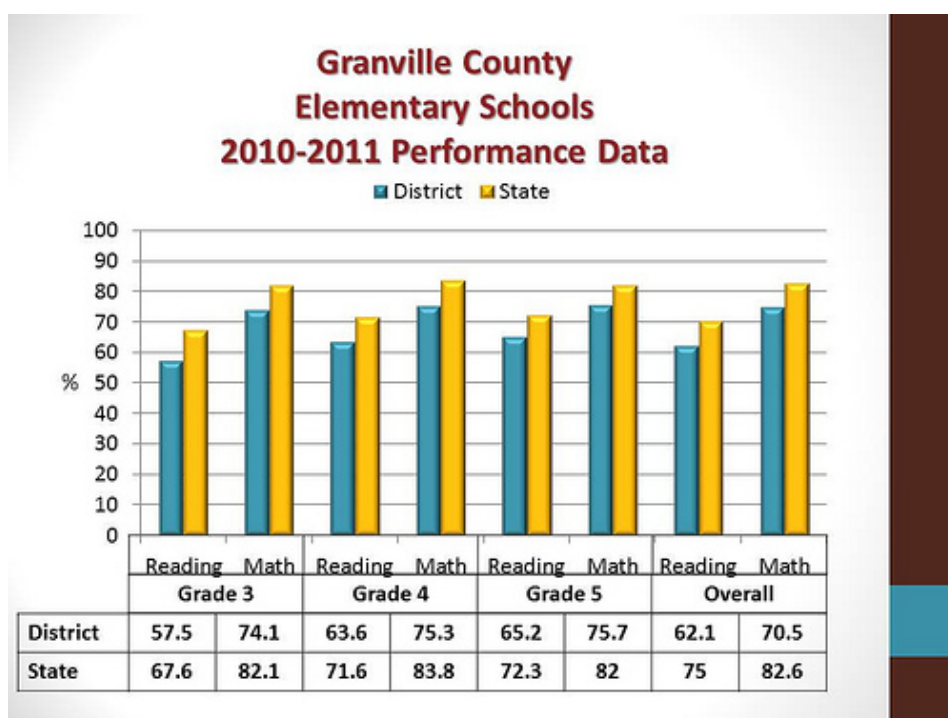
2006-2011 SAT Average Total for Critical Reading and Math shows an area of concern for GCS.

2010-2011 AYP Data

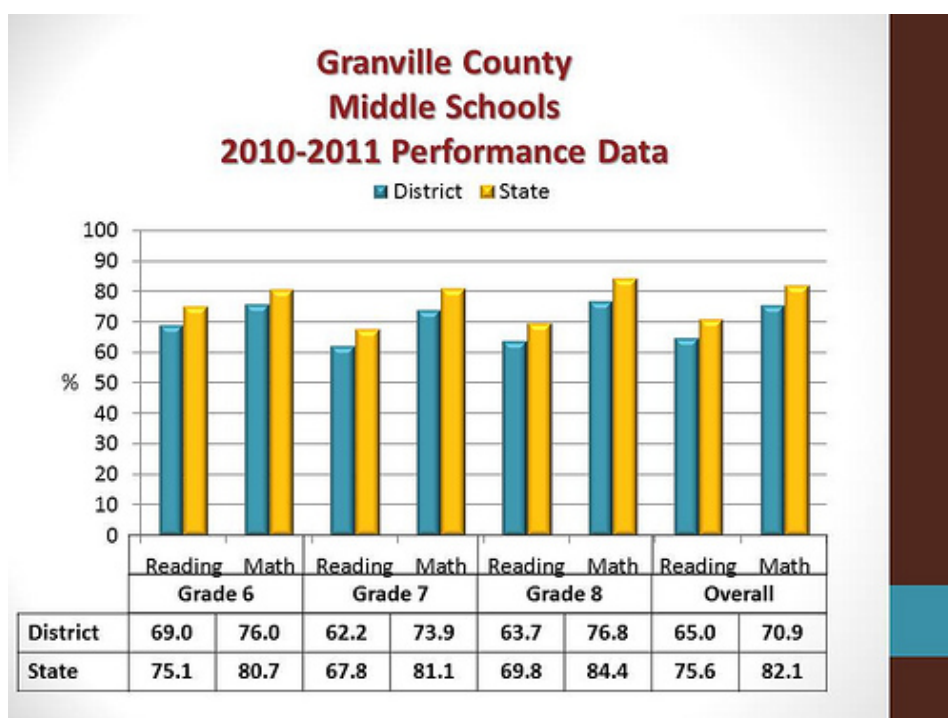
	AYP Meet	Total Targets	Targets Met	Percent Met
2009	Not Met	52	47	90.4%
2010	Not Met	54	48	88.9%
2011	Not Met	58	38	65.5%

AYP Status	Number	Percent
Met	3	15.8%
Not Met	16	84.2%
Total	19	100%

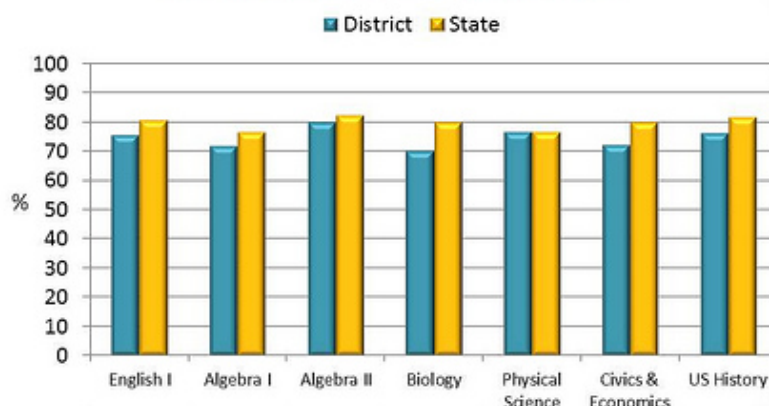
The federal No Child Left Behind increase in targets for all subgroups has reflected as a difficult challenge to meet with only (3) of our schools meeting AYP in 2010-2011.



In spite of the fact that our test scores have risen over the past few years in most subjects and grade levels, we are still below the state average in every area and this is a concern for the district.

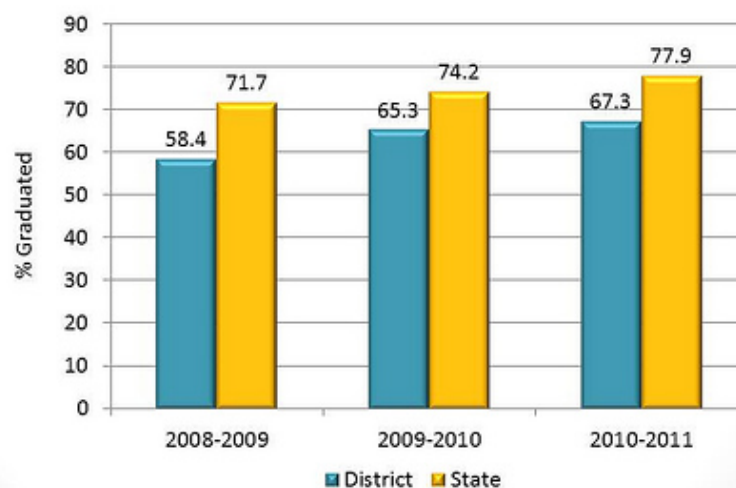


Granville County High Schools 2010-2011 Performance Data



District	75.4	71.9	79.9	70.2	76.5	72.3	76.1
State	80.6	76.7	82.3	79.9	76.5	80.0	81.5

Graduation Cohort Rate for AYP Three Year Trend



Our graduation cohort rate has increased from 58.4% to 67.3% in (3) years.

Student Ethnicity

Asian, 0.46%
Hispanic, 11.83%
Black, 32.00%

White, 51.31%
Am. Indian, 0.36%
Hawaiian Pacific, .07%
Multi-Racial, 3.97%

Source: Granville County Schools Brochure

Granville County Schools at a glance:

- 973 full-time employees
- 63 National Board Certified teachers
- \$45,163 average certified teacher salary

The student to computer ratio in the district is 1:2.02.

The total enrollment of the Granville County Schools in January 2012 was 8,760 students pre-kindergarten through grade 12.

Schools are working hard to meet the needs of an increasing number of economically disadvantaged students who come to school with special educational challenges and needs. The current ranges of the percentage of students qualifying for free and reduced lunch in the elementary schools that are served by Title I are as follows: 30.8 to 72.6.

The North Carolina Standard Course of Study (including the National Common Core State Standards for Math and English Language Arts as well as the new North Carolina Essential Standards) is implemented in grades K-12 and provides every content area a set of competencies for each grade and high school course. The intent of Granville County Schools is to ensure rigorous student academic performance standards that are uniform across the district.

Major Trends or Issues Impacting Granville County Schools

Student achievement, as measured by the raising the bar of the state's accountability testing program and the federal government's mandate under No Child Left Behind, is a focus for the district's improvement efforts. The need to continue technology upgrading for our students is a major issue impacting our school system. It is a challenge to meet the frequently changing targets from year to year. Additional challenges include local and state funding. The local economy affects the funding at federal, state, and local levels. In 2008-2009, Granville County Schools ranked 96 out of 115 North Carolina school systems in total funding. Total funding is comprised of Federal, state, and local dollars. In 2010-2011, Granville County Schools rose to a ranking of 87. Over the past three years local funding from the Granville County Commissioners has ranked between 70-73 out of 115 school systems. The economic decline, loss of industry, and a relatively low county tax rate are all contributing factors to the local funding situation. Forecasts point towards this trend continuing for the next several years, along with an expected decrease in state funding. These two issues combined will present major challenges for Granville County Schools as we attempt to meet the demands of preparing our students for the future.

Major Strengths and Needs of Granville County Schools

Granville County Schools has a number of strengths which fall under all of the AdvancED standards. Stakeholders have the opportunity to serve on committees (i.e. Superintendent's Advisory Council, Superintendent's Parent Advisory Council, liaison groups, School Improvement Teams, student groups, task forces, District Accreditation Team, etc.) at all levels in the district. These committees are aligned to school board policies and procedures to ensure fair and consistent practices are being implemented. An additional strength of the district is the commitment of the stakeholders for continuous improvement and meeting quality standards. There is flexibility at the school level to improve/meet the unique and varied needs of all students. School Improvement Plans are aligned with the District and State goals. In addition, Granville County Schools embraces a spirit of cooperation, collaboration, and partnership building with the community to support student learning and district effectiveness. Like most school systems, the Granville County School System faces constant challenges. The district faces a huge funding problem. The needs of today's students are greater than ever with an increasing population of students with disabilities, limited English proficiency, and economically disadvantaged students. This presents a unique set of challenges for the system along with constantly changing technology. Technology allotment funding is decreasing, yet the 21st Century skills that students need continues to increase. The district faces improvement in addressing the dropout rate, increasing the graduation rate, closing the achievement gap, and alignment of resources and support across the district. Keeping the enthusiasm for learning high in this day of increased scrutiny and accountability is a tremendous challenge for school leadership, district leadership, teachers, and students. Maintaining quality and meaningful communication between parents and building a high level of trust within the community is a problem faced by the school system. Meeting such a wide spectrum of challenges with limited funding is one of the greatest tests facing the Granville County School System. Granville County Schools is constantly seeking to, "in partnership with the community, continually improve all educational services to prepare our students today for a successful tomorrow."

Standard 1. Vision & Purpose

STANDARD: The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

Impact Statement: A system is successful in meeting this standard when it commits to a purpose and direction that is shared system-wide. The leadership establishes expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and district effectiveness. The system's vision guides allocations of time and human, material, and fiscal resources.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators RubricGroup:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders:

Highly Functional

Evidence Provided:

Leadership demonstrates stakeholder support

Mission Statement visible throughout the district

Policies/Procedures manuals/handbooks demonstrating stakeholder involvement in development of mission

Stakeholders are knowledgeable about vision, mission

Strategic Plans include mission

1.2 Communicates the system's vision and purpose to build stakeholder understanding and support:

Highly Functional

Evidence Provided:

Handbooks include vision, mission

Meetings incorporate elements of vision, mission

Newsletters include vision, mission

Signage includes vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

1.3 Identifies system-wide goals and measures to advance the vision:

Highly Functional

Evidence Provided:

District and school improvement planning incorporates vision, mission

District Improvement Plan includes vision, mission

Goals distributed through publications and communication

Goals that are data-driven and measurable

Strategic Plan includes vision, mission

1.4 Develops and continuously maintains a profile of the system, its students, and the community :

Highly Functional

Evidence Provided:

Community-based data

District Improvement Plan

Newsletters, articles

Publications, brochures, handbooks

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services:

Operational

Evidence Provided:

District and school improvement planning demonstrates alignment with vision, mission

District Improvement Plan demonstrates alignment of vision, mission with teaching and learning

Staff and Parent Handbooks demonstrate alignment of vision, mission with teaching and learning

Strategic Plan demonstrates alignment of vision, mission and teaching and learning

1.6 Reviews its vision and purpose systematically and revises them when appropriate:

Highly Functional

Evidence Provided:

Agendas, minutes for strategic planning demonstrate review

Strategic Plan demonstrates review

Strategic planning process demonstrates review by stakeholders

Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement among the school system and its stakeholders?

Each year, the District Leadership Team and the Board of Education review the system's vision and mission. This is accomplished through a wide variety of venues. Board of Education meetings, leadership team meetings, administrative leadership plus meetings, and a varied set of additional administrative meetings. Granville County School' mission is "In partnership with the community, we will continually improve all educational services to prepare our students today for a successful tomorrow". The vision, mission, and core values were created by the leadership team, school board, community members, teacher and parents. Our vision is to have:

Every student:

- Actively Learning
- Accepting Others
- Achieving

Every Teacher and Staff Member:

- Leading
- Learning
- Loving Children

Every Parent and Our Community:

- Invited
- Invested
- Involved

The district vision and purpose is communicated throughout the district and the community during board presentations, brochures, workshops, media, newsletters, and the GCS website. The core values are directly linked to the five areas of North Carolina's 21st Century goals.

2. What is the system's process for maintaining and using information that describes the school system, its programs, services, and schools and their performance?

Granville County Schools maintains and uses the information most notably through the use of our school-system website. Each department, each school, parents, community, and educators have portals that help to filter and manage the vast amount of data and information that is shared. Parents have access to their student's grades and classroom information at all times through the Parent Assist program. Our district improvement plan focuses on the needs ascertained by the data gathering, service delivery models, and stakeholder input from a depth of participation from the local, school, district and state levels.

Communication within the district is ensured through monthly board meetings, postings on the websites, and active participation in the use of Wikispaces for information sharing and reflective data gathering. The monthly leadership meetings are based on the expected outcomes of the district with the five 21st Century learning goals:

- Globally Competitive Students
- Healthy Responsible Students
- Leadership for Innovation
- Led by 21st Century Professionals
- Governed and Supported by 21st Century systems

Job alike principals' and assistant principals' meetings are held monthly to discuss any concerns or issues necessary for the particular grade levels. Advisory groups meet with the superintendent on a regular basis to keep communication and information updated. The superintendent maintains a blog on the website for communication purposes and completes a weekly superintendent's column for the local papers. The superintendent and administrators serve on many community and civic groups for example:

- Granville County Chamber of Commerce
- South Council Chamber of Commerce
- Granville Education Foundation
- Ministerial Alliance Organization
- Minority Recruitment and Retention Committee
- Community Relations Council
- Rotary Club
- Superintendent's Council (teachers, Teacher of the Year, and NCAE Rep.)
- Granville County Schools Parent/Teacher/Booster Club Organizations
- NC Association of School Administrators
- Central Carolina RESA
- Live Well Granville
- United Way

3. How does the leadership ensure that the system's vision, purpose, and goals guide the work of the school system and its schools?

The system's vision, purpose, and goals guide the work of the school administrators and staff through planning, communication, training, monitoring, evaluating, and revising as needed through timely updates and presentations. Professional development is directly correlated with the vision and purpose of the system. Schools develop their individual school improvement plans in correlation to the district improvement plan that is focused on our vision and purpose. Implementation of Professional Learning Communities allows smaller groups at the schools to focus on the goals.

4. What process is used to ensure that the vision and purpose of the school system remain current and aligned

with the system's expectations in support of student learning and the effectiveness of the school system and its schools?

School and district leaders consider the mission, vision and purpose in development of district plans, school plans, professional development, and all expenditures. A correlation must be shown that directly links the work that is done to an outcome that is linked to our vision and purpose.

The school system invested in a Phi Delta Kappan (PDK) audit in order to gather data that was clearly objective in order to define what our purpose and goals should be and is implementing those findings. The audit results were presented to the Board of Education, the leadership team, the school sites, and the community. It is also posted on our system's website for reference.

Overall Assessment:

Highly Functional: The school system has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system's vision that is fully supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.

Standard 2. Governance & Leadership

STANDARD: The system provides governance and leadership that promote student performance and system effectiveness.

Impact Statement: A system is successful in meeting this standard when it has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders function with clearly defined authority and responsibility and encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators RubricGroup:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system operates under the jurisdiction of a governing authority that:

2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system :

Operational

Evidence Provided:

Agendas, minutes of governing authority meetings

District-wide Staff and/or student handbooks

Governance Policy handbooks: board, district, school

Governing authority affirms understanding of their role in the operation of the school/district

Local, state, and federal policy handbooks

Organizational chart

Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer

Staff and students affirm their understanding of emergency and operational procedures

Stakeholders affirm understanding of operational procedures

Students and staff affirm their understanding of discipline policies and due process

2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system:

Operational

Evidence Provided:

District staff are knowledgeable about leadership prerogatives

District staff are knowledgeable about organizational chart

District staff demonstrate knowledge about due process

Governing Board Policies demonstrate leadership prerogatives

Organizational chart

Policies demonstrate protocols for remediation and due process

Succession plan demonstrates leadership transitions

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

Operational

Evidence Provided:

District staff are knowledgeable about curriculum standards

District staff demonstrates knowledge and use of curriculum standards in the teaching and learning process

District staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance

Documentation of adherence to ethical business practices

Documentation of State and Federal Compliances and Assurances, including NCLB/Title I, EEO, Title IX

Documentation with all regulations that apply to accreditation by NCA CASI, SACS CASI, or AdvancED

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

Stakeholders are involved in the establishment and monitoring of adherence to all regulations

2.4 Implements policies and procedures that provide for the orientation and training of the governing board:

Operational

Evidence Provided:

District staff and governing board members affirm their knowledge of governing board policies and procedures

District staff and governing board members affirm their participation in orientation and training

Policies and procedures for governing board training and orientation

2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources:

Operational

Evidence Provided:

Documentation of adherence to ethical business practices

Policies and procedures for fiscal planning: short-term and long-range

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations:

Operational

Evidence Provided:

District staff are knowledgeable about due process and complaint resolution

District staff are knowledgeable about access to legal counsel

Documentation of access to legal counsel

Documentation of resolutions of any complaints

Staff and students affirm their involvement in the accreditation process

2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations:

Operational

Evidence Provided:

District staff affirm knowledge and support for the district's fiscal responsibility

District staff affirm knowledge of district's insurance carrier, policies, and procedures

Policies and procedures for investments

Policies and procedures for protecting assets and financial resources

INDICATORS: In fulfillment of this standard, the system has leadership that:

2.8 Provides for systematic analysis and review of student performance and school and system effectiveness :
Operational

Evidence Provided:

Advisory Committee: agenda, minutes

District staff affirm the use of student performance and organizational effectiveness data for planning

District Staff meetings: agenda, minutes, decision points

Evaluation results: professional development, efficiency, effectiveness, instructional programming, etc.

Record of student performance data analysis

Staff and students affirm their involvement in the accreditation process

Student database management system

Student performance data are used during district staff meetings

Student performance database for formative assessments

2.9 Creates and supports collaborative networks of stakeholders to support system programs:
Operational

Evidence Provided:

Accreditation team members are representative of staff and students

Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Policies for staff/student leadership opportunities outside the district environment

Record of Advisory Committees: calendars, membership, minutes

Record of co-curricular organizations and activities: calendars, membership, sponsors

Stakeholder survey data

Stakeholders affirm a sense of belonging and engagement

Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement in the accreditation process

Stakeholders affirm their involvement on committees

Website provides forum for feedback and dialogue

2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals:

Operational

Evidence Provided:

Budget reflects allocation of support for student performance targets

District staff are knowledgeable about student performance targets

District staff are knowledgeable about the alignment of resources to support student performance

District-wide walk-about demonstrate monitoring of instructional practices

Guidelines outline expectations for instructional standards

Guidelines outline expectations for student performance

Organizational chart reflects allocation of support for student performance targets

2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

Operational

Evidence Provided:

Accreditation team members are representative of stakeholder groups

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement on committees

2.12 Assesses and addresses community expectations and stakeholder satisfaction:

Operational

Evidence Provided:

Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities

Record of Advisory Committees: calendars, membership, minutes

Stakeholder survey data

Stakeholders affirm their satisfaction with their level of involvement

2.13 Implements an evaluation system that provides for the professional growth of all personnel:

Operational

Evidence Provided:

District staff are knowledgeable about access to and participation in a professional growth program

District staff are knowledgeable about the criteria, timeline, process, procedures, and dispositions by which they will be evaluated

Documentation of salary schedules

Handbooks demonstrate staff evaluation system

New staff orientation materials

Policies demonstrate evaluation criteria, timelines, and termination processes

Policies demonstrate professional growth opportunities

Professional development plan for all staff

Focus Questions:

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school system and its schools?

The Granville County Board of Education policy manual guides the implementation of sound, appropriate procedures and regulations for the efficient and effective operation of the school system. The Board of Education is nonpartisan and consists of seven school district residents who are elected in the primary election in May and who serve six-year, overlapping terms. The Granville County School Board is an active member of the North Carolina School Boards Association and a direct affiliate of the National School Boards Association. New policies and amendments to existing policies are presented to the Board at monthly meetings when necessary with prior notification informing the Board of any pending policy changes. Additions of new policies or changes to current policies are reviewed by the Board for 30 days before a vote is rendered. Adopted Board of Education policies are available in an electronic board policy manual on the Granville County Schools website that is available with unrestricted access. The district Administrative Team (Ateam) consisting of the Superintendent's Executive Leadership along with the district directors (Ateam+) develop procedures and processes and report back to the Board on performance. The school district retains the legal services of Royster, Cross and Hensley, LLP of

Oxford, NC, to ensure compliance with statutory expectations and to provide legal counsel.

The Board of Education meets monthly, and the local media receives notification of the school board meeting schedule. Community members have an opportunity to provide public comments during each Board meeting. The district also holds monthly K-12 administrator meetings for communication and updates. Granville County Schools Board of Education members are required to receive a minimum of 12 hours of training annually. Members of the Board of Education participate in training and development through attendance at state and national conferences and training sessions. Additionally, newly elected Board members attend Board Member 101 training sessions provided by the North Carolina School Boards Association in December after being sworn in in December. Furthermore, all board members must receive a minimum of two hours of ethics education within 12 months after initial election or appointment to office and again within 12 months after each subsequent election to office. The Granville County Schools Board of Education has been recognized for two consecutive years by the North Carolina School Board Association as one of only 11 districts in the state to have 100% of board members complete the minimum number of hours of training annually. In addition, the Board Chair has been a recipient of the esteemed Dingman Award for service. Finally, at the annual conference this year, the Board Vice Chair was named to the All State Board of Directors, one of only eight in the state.

2. What process does the system's leadership use to evaluate system effectiveness and its impact on student performance?

The system-wide strategic plan for Granville County Schools aligns with North Carolina's strategic goals. The objectives in the district strategic plan are used by schools to develop individual School Improvement Plans. A District Improvement Plan has been developed with goals and strategies for attaining desired district outcomes. The District Improvement Plan is a working document that is reviewed annually to assess progress, and goals and objectives are modified as appropriate each year. Individual School Improvement Plans reinforce district goals. Data for individual schools and the district is disaggregated by the Director of Testing and Accountability, and student achievement measures are reviewed annually. ClassScape is utilized to create quarterly 3-12 district Benchmark Assessments. Granville County Schools also utilizes the Education Value-Added Assessment System (EVAAS) to assist with determining school and system effectiveness and to predict student success and performance. Reading 3D is a new assessment tool that has been added to all elementary schools throughout the district to check student performance. In addition, teachers and administrators develop their individual professional growth goals based upon the outcomes of student learning and student needs.

3. In what ways are stakeholders, including system and school staff, given opportunities to provide leadership and to contribute to the decision-making process?

Granville County Schools empowers teachers and stakeholders to contribute to and provide leadership for the decision-making process. Teachers and parents serve on School Improvement Teams, and the District Improvement Plan was developed by a group of teachers, parents, and administrators with input from the Board of Education at their annual retreat. Granville County Schools' principals also participate in and analyze the results of the North Carolina Teacher Working Conditions Survey to guide improvement. The Superintendent of Granville County Schools holds periodic Public Forums to share information and to gather input from school community members.

The Superintendent regularly writes a column for the local papers and posts to a blog where stakeholders have an opportunity to provide comments, reactions, and suggestions. Stakeholders also provide written and verbal comments through the Superintendent's Advisory Council consisting of teachers from every school and the Superintendent's Parent Advisory Council consisting of parent representatives from every school. Beginning with the 2011-12 school year, the Superintendent will attend at least one parent-teacher meeting at every school.

Additionally, parents are represented on the Granville Education Foundation, advisory boards, calendar committee, parent-teacher organizations, booster clubs, and other support groups. The Superintendent's office has also created various Wikis to establish constant and immediate communication flow between and among central services and stakeholders.

Granville County Schools strives to empower teachers and community members to contribute to the decision-making process through the use of various district surveys, departmental surveys, and though surveys that some individual schools use to gather feedback from stakeholders.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

Granville County Schools utilizes a variety of strategies to ensure equity of learning opportunities and support for innovation through a focus on the district's curriculum and instructional programs. Remediation plans are developed and implemented in the schools for at-risk students, and schools receive equity funding and staffing to work with high-needs populations. School Improvement Plans focus on improving student learning through input at the school level with decisions about the utilization of available funds and implementation of various research-based programs to enhance student performance. Middle and high school students have the opportunity to participate in online courses through various avenues including Granville County Schools own on-line school established within the last two years. Other programs in place to provide support for students based upon their individual needs are Title I, Exceptional Children's Programs, English as a Second Language, and Academically or Intellectually Gifted Programs. Lead teachers in all K-12 schools support quality instructional programs to meet the diverse needs of the students in Granville County Schools. The school district adheres to laws, policies, and regulations established by state and federal government agencies to ensure that equitable learning opportunities are provided for all students. Laws that protect student and employee rights are carefully observed throughout the district. The Board of Education actively promotes policies and procedures relevant to learning activities and support for innovation. At every Board of Education meeting, time is set aside for public input and comments to allow Board members to assess community expectations and satisfaction.

Support for innovation is evidenced throughout Granville County Schools. The district has enhanced the availability of technology in our schools tremendously over the past five years since the last accreditation with a plan for continued roll outs and sustainability. The inception and continued enhancement of Granville Online, the districts' own platform for online delivery, is a great equalizer of access to course offerings throughout the district. Our Board elected to move to paperless board meetings three years ago and the district is rolling out a digital time keeping system for employees to further reduce costs and increase efficiency as it relates to payroll tracking. In addition, the district has entered into a contract and is developing a digital system that will convert the registration, evaluation, and tracking of professional development throughout the district to an online process. The district has engaged various non-profit organizations to assist with attendance concerns and other juvenile issues. Finally, support for innovation is evident in the service delivery vehicle used to reduce the number of students suspended from school that can be found within our service offerings at the Center for Innovation, our alternative school.

Overall Assessment:

Operational: The school system has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these processes and conditions are being implemented, the implementation is not systemic across the system, and the results are varied.

Standard 3. Teaching & Learning

STANDARD: The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: Impact Statement: A system is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system ensures that teachers use proven instructional practices that actively engage students in the learning process; provide opportunities for students to apply their knowledge and skills to real world situations; and give students feedback to improve their performance.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators RubricGroup:

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Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills:

Operational

Evidence Provided:

Communication of NCLB performance targets

Curriculum pacing guides

District provides guidelines for lesson plan development that include learning objectives

District staff can articulate student learning expectations

District staff/others meet regularly to discuss student progress and remediation

District staff/others meetings highlight discussions of student learning expectations

District-wide master schedule; hours of instruction

Formative assessments: quarterlies, etc.

Graphs, charts, displays of student learning goals

Policies on grading criteria

Policy on credit requirements for program completion

Special program promotion, completion requirements

Staff can articulate curriculum sequencing and grouping

Student Handbook outlines student learning expectations

Students affirm their knowledge of what is expected of them

Syllabi or course catalogues

Textbooks and text selection criteria are aligned to learning goals, curriculum

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning:

Operational

Evidence Provided:

Guidance on lesson plan development show how students are involved in establishing their own learning goals

Samples of student work

Students affirm their involvement in their own learning

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels:

Operational

Evidence Provided:

Assessment data

District staff/others can identify research used to align instruction

District staff/others meet to analyze data and align instruction

District staff/others meet to review current research

District staff/others meetings regularly include data analysis

Grade reports

Professional development calendar and topics

Surveys

Transcripts, certificates

3.4 Supports instruction that is research-based and reflective of best practice:

Operational

Evidence Provided:

Agendas, minutes of staff/grade level/department/program meetings

Cross-content curriculum guides

District staff/others meet to share best practices

District staff/others meetings regularly include discussions about effective instructional design and delivery

Guidance on lesson plan development

Guidance that promotes a variety of instructional design and delivery strategies

Professional development plans

Professional learning opportunities focus on best practice instruction

Professional organization membership

Student display of project-based learning opportunities

Student portfolios

3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Operational

Evidence Provided:

District staff are knowledgeable about state and national curriculum standards

District staff are representative of the school and community demographics

Graduation requirements

Master schedule

Policies that reflect attention to issues of equity

Promotion, graduation criteria

Standards-based curriculum: state and national standards

Students affirm that there are opportunities to excel

3.6 Allocates and protects instructional time to support student learning:

Operational

Evidence Provided:

Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

Policies and guidelines that demonstrate that all program requirements are met

Policies demonstrate that substitute teachers are responsible for delivery instruction

Staff affirm that their instructional time is protected

There are few instructional interruptions: PA system, visitors, etc.

3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment:

Operational

Evidence Provided:

Agendas, minutes of staff meetings indicating vertical and horizontal articulation

Articulation agreements between agencies

Content-specific staff are knowledgeable about each other's course syllabus

District staff are knowledgeable about student learning expectations of previous and subsequent grade levels

Policies and guidelines granting dual-credit, transfer of credit

Transition policies

3.8 Supports the implementation of interventions to help students meet expectations for student learning :

Operational

Evidence Provided:

After-school programs

Community-based programs

Counseling programs: curriculum, schedules, staffing

District staff affirm that there are multiple opportunities for students to get support

Online support

Policies for student orientation, interventions, remediation

Schedule of opportunities, activities that support special learning needs

Students affirm that they have opportunities to explore their interests and career options

Students affirm that they have opportunities to get support for their school experience

Supplemental educational services: NCLB tutorial

3.9 Maintains a system-wide climate that supports student learning:

Operational

Evidence Provided:

Database of student behavioral incidents

District staff affirm that they are involved in promoting positive school climate

District staff/others meetings provide time for discussions about climate

Guidance on team-teaching is a regular part of the instructional program

Parents/community indicate that the school/district focuses on positive school/district climate

Policies for student behavior, remediation, due process, appeals

Reward system for positive behavior

Stakeholder Compact: adult and student expectations

Stakeholder satisfaction survey data

Students affirm that they are involved in promoting positive school climate

3.10 Ensures that curriculum is reviewed and revised at regular intervals:

Operational

Evidence Provided:

Agendas and minutes from school board meetings (they have to approve the curriculum changes)

Application to seek new course approval and implementation

Calendar of curriculum committee meetings

District staff affirm that they are involved in the curriculum review and revision process

District staff are knowledgeable about the timeline and process for curriculum review

District staff stays informed of curricular changes in other entities (neighboring districts, state, federal, organizations)

3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction:

Operational

Evidence Provided:

Budget allocating appropriate funds for technology - software, hardware, and infrastructure

Calendar and schedule of technology services to students

District staff affirm that technology supports their curriculum and instructional programs

Facilities map indicating technology services/lab

Staffing chart demonstrating allocation of appropriate technology staff

Students and staff affirm that technology is embedded within the teaching and learning process

Technology staff/services demonstrate their involvement in support of student achievement

Focus Questions:

1. How does the system ensure the alignment and articulation of curriculum, instructional strategies, and assessments in support of the expectations for student learning?

Granville County Schools uses a variety of instructional strategies and assessments to ensure alignment and support student learning. All teachers implement the North Carolina Standard Course of Study. Pacing guides are present and are used to ensure that skills are taught sequentially. Currently, the district is involved in a comprehensive effort to create new curriculum guides to match the Common Core State Standards and N.C. Essential Standards and professional development is occurring. These maps will be used in all content areas beginning in 2012-2013. All schools in the district utilize formative and benchmark assessments to monitor student progress. Teachers use a variety of tools including ClassScape, Reading 3D, DRA, Elements (CTE) and common formative assessments. All school administrators participate in a systemwide professional development session on assessing, interpreting and utilizing all data available for their respective school. Principals plan schoolwide data sessions with classroom teachers to interpret, analyze, and project future needs. Curriculum Coaches assist in monitoring the implementation of the SCOS and provide support to teachers. Parents are informed throughout the school year via the district's website, progress reports, report cards, NC WISE Parent Assistant, school and district newsletters, and AlertNow, a service that delivers phone and email messages to parents as needed.

2. In what ways does the system promote and support the implementation of research-based instructional

strategies, innovations, and activities that facilitate achievement for all students?

Each school in the district must develop a school improvement plan. These plans are developed with the School Improvement Team from each school. Each team analyzes the data, determines areas of priority, and creates a plan for implementation and monitoring. All staff members affirm the school improvement plan to ensure that goals and strategies are known. All school plans must be aligned to district and state goals. Schools submit these plans to the Assistant Superintendent for Curriculum and Instruction for review and feedback from district Directors and staff. Finally, the plans are presented to the Board of Education for acceptance.

Each school in the district has administrators and teachers who are participating in The Artisan Teacher. This professional development explores research-based areas of teacher talent and how administrators and teachers can recognize and enhance these areas. In addition, coaching and feedback strategies are shared so that school personnel may continue the initiative in each school. Administrators are encouraged to embed the teacher talents into observations and staff meetings so that the language of the professional development is pervasive throughout the school community. In addition, professional development is offered by district personnel in other research-based programs to include the Balanced Literacy Framework. Professional development is targeted to meet the needs of individual teachers and schools by providing different course options. Administrators have received monthly training on the Framework so that they may appropriately support and monitor teaching.

All principals meet once a month with district administrators to receive and discuss curricular information. Principals also meet monthly in grade-span specific meetings to discuss curricular items more specific to their school needs. Additionally, district administrators conduct bi-annual curriculum site visits at each school.

The district literacy team meets on a monthly basis with the Assistant Superintendent for Curriculum and Instruction to discuss all literacy initiatives within the district. In addition, the Curriculum and Instruction team meets quarterly to share curricular information and address any concerns.

All schools offer remediation to help students who are not achieving at grade level. These remediation opportunities may be offered through afterschool tutoring, scheduled remediation time during the school day, or approved outside providers. Enrichment opportunities such as career technical clubs, student government organizations, and high interest electives are offered to students to support interests and achievement. Finally, Granville County Schools has an extensive online learning program that offers many courses that might not otherwise be available during a traditional school day. While some students may access online learning for credit recovery, many students use these courses to enrich their current plan of study and further their academic opportunities.

3. What processes are implemented to ensure that all staff members are well-prepared to support and implement the district's expectations for student learning?

Granville County Schools has developed a district improvement plan that outlines the district's goals for staff and students. All school improvement plans are reflective of the district's goals. Curriculum leaders facilitate staff development on an ongoing basis according to the specific needs of individual schools and teachers. Staff development may be regional workshops, school based in-services or training offered online. All professional development is focused on district initiatives and followup is provided as needed.

All new teachers are assigned mentors and receive orientation sessions to ensure that they are aware of and understand all of the district's expectations for students. Curriculum coaches work with all teachers to provide support in delivering researched-based instruction. Principals can select teachers that require additional assistance and arrange for extra support from the curriculum coach or other available resources. Teachers participate in decisions regarding the use of any available staff development funds.

4. How does the system ensure that all students and staff have access to comprehensive information, instructional technology, and media services?

Granville County Schools ensure that staff and students have access to up to date instructional technology, media and information resources. Performance indicators to address this area are included in our district improvement plan. The Instructional Technology department has a five-year district technology plan that aligns with the standards included in our state plan. The technology plan is reviewed annually and updated as needed and must be submitted to the state for approval every five years.

Many classrooms in the district have been equipped with interactive boards, projectors, and computers with the goal of all schools having all technology needs met. All classrooms have access to the internet. All teachers have the opportunity to attend training on using the technology in order to keep their skills current. Many schools use additional funding to supplement technology needs. In addition, the district has a comprehensive plan for online learning opportunities and provides many online courses taught for students in grades 6-12.

Each school is staffed with an ALA accredited Librarian. The media centers are updated with current non-fiction, periodical and fiction sources in print and online media. Both fixed and flexible schedules are implemented in the media centers to give students and staff the most access for class projects, reference, and recreational reading. Librarians merge print and Web 2.0 technology, i.e. computers, Smartboards, e-books, etc. to prepare students for education and work in the 21st century. All media centers provide open circulation so students and staff have access as needed.

Granville County Schools has a website that posts a wealth of information from the district level with a link to each school's website. Each school has its own website and each teacher maintains a website. Many district teams utilize a Wikispace for sharing and discussing various topics. News items are shared with local television stations and newspapers. We also utilize AlertNow for mass communication to all.

Overall Assessment:

Operational: The school system implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the system. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.

Standard 4. Documenting & Using Results

STANDARD: The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

Impact Statement: A school system is successful in meeting this standard when it uses a comprehensive assessment system based on clearly-defined performance measures. The assessment system is used to assess student performance on expectations for student learning, identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system and school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

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Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free :

Operational

Evidence Provided:

All stakeholders are knowledgeable about behavioral standards

All stakeholders are knowledgeable about grading and appeals

All stakeholders are knowledgeable about learning expectations and targets for student performance

Assessment system that records multiple assessments

Assessment system that safeguards validity, confidentiality, identification

Calendar of assessment activities

Database that records graduation, completion, GPA, placement, retention rates

Dedicated unit/staff for assessment and data reporting

District staff use data to inform policies and practice

Online assessment system

Policies outline administration of multiple assessments and their purpose

Policies that outline targets for behavioral standards: attendance, discipline

Policies that outline targets for student performance and are aligned to state/national standards

Record of multiple assessments administered, including program-specific required assessments

Special database for career preparation, special education, bilingual education programs

Staff affirm the use of multiple measures for student performance

Stakeholders are familiar with the administration and purpose of multiple assessments

Stakeholders are knowledgeable about the assessment schedule

Stakeholders implement multiple assessment system

Student/Staff Handbook that outlines grading scales, syllabus criteria, and appeal process

The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles

4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning:

Operational

Evidence Provided:

Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions

Agendas, minutes from staff meetings indicate utilization of data systems

Criteria for evaluation of staff performance include the use of data for instructional planning

Data graphs, charts display student performance expectations

District staff affirm their understanding of how data are used to evaluate their effectiveness

District staff are knowledgeable about how to use student performance data for the purpose of instructional planning

District staff demonstrate the use of data when planning guidelines for instruction, through vertical and horizontal articulation

District staff meet regularly to discuss student work

District staff utilize assessment data for the purpose of instructional and program planning

Examples of student work are prominently displayed

Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning

Students affirm knowledge about their learning expectations

4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance:

Operational

Evidence Provided:

Database that records graduation, post-graduate engagement

District staff utilize perception data from surveys to guide program planning

Stakeholders affirm their familiarity with student performance and organizational effectiveness

Stakeholders affirm their involvement in meetings in which the topic of student performance and organizational effectiveness were highlighted

4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders:

Operational

Evidence Provided:

Agendas, minutes from meetings where student performance and school effectiveness were highlighted

Criteria that establishes student performance data as a component of parent-teacher conferences

District staff affirm the use of various communication methods to report student performance

Newsletters demonstrate communication of student performance and school effectiveness

Stakeholders affirm the use of various communication methods to report student performance

4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness:

Operational

Evidence Provided:

Agenda, minutes of meetings in which comparative data were highlighted

District staff affirm their involvement in meetings in which comparative data were highlighted

Reports that outline comparable data analysis - across programs

Reports that outline comparable data analysis - across schools, districts, states, nationally

4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence:

Operational

Evidence Provided:

Data reports disaggregate student performance growth

Data reports verify growth in student performance

District staff can identify reasons why student performance has increased/decreased

District staff can identify strategies for increasing student performance

Stakeholders can speak to and support the growth data

4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:

Operational

Evidence Provided:

District staff affirm their comfort with the level of data accuracy and security

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

Stakeholders indicate that they have seen reports that satisfy local, state, and national requirements

Focus Questions:

1. How is the assessment system currently used throughout the school system and its schools to guide analysis of changes in student performance?

Granville County Schools monitors and evaluates student performance and the effectiveness of instruction through a comprehensive assessment system that is aligned with the North Carolina Standard Course of Study. The system of assessments includes but is not limited to ClassScape grades 3-12, Study Island, K-2 assessments, writing for grades four and seven, Destiny program that links local resources and teacher approved websites to performance standards, locally developed benchmark assessments in all 3-8 Reading and Math, 5th and 8th grade Science and at the high school level: Algebra I, Algebra II, Geometry, English, Biology, Physical Science, Civics

and Economics and US History. In addition to these benchmark assessment systems, the instructional program leverages the analysis of grade and course specific post assessments to evaluate student learning. The quality of our district instruction is also analyzed with comparison data of the North Carolina end-of-grade and end-of-course test results. Longitudinal comparisons are done with benchmarking along with post assessments of all students and schools. Instructional decisions are made throughout the district by administrators and teachers with help from each component of this comprehensive assessment system.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students?

Meetings are held with administrators, school board members, principals and staff to present and discuss data results. All stakeholders are communicated with in order to ensure alignment of expectations with regard to student performance. NC Report Card data is sent home to parents along with regularly scheduled individual student reports. GCS has also incorporated Parent Assist through our NC Wise program that allows a parent to access live data on their child during the current report card period. All this information is timely, instructive and informative so that parents are aware of student performance as it is happening. Newspaper articles and website postings also keep parents informed of student expectations. The Director of Testing and Accountability manages components of the comprehensive assessment system and must ensure that information is timely, accurate and convenient to all stakeholders. Individual student data along with school and district data is discussed and analyzed throughout the school year with instructional directors, principals and teachers in order to identify appropriate adjustments to instruction. Additionally, teachers and other school leaders share assessment results with parents consistently throughout the school year in order to engage them firmly in the support and understanding of their child's learning and overall achievement.

3. How are data used to understand and improve overall effectiveness of the school system and its schools?

All test data is disaggregated by grade, subjects and subgroups in order to analyze student growth and examine gaps in achievement. Comparisons are made between a student's predicted score in EVASS and their actual performance on NC end-of-grade, NC end-of-course, SAT and CTE reports. Principals meet with district instructional staff and are presented with a thumb drive that contains all student, school and district data comparisons. Growth and Adequate Yearly Progress are discussed and used to fuel their individual school improvement plans that outline performance indicators and must consistently be adjusted throughout the school year based on benchmarking and other assessments. Updates to performance indicators are presented to the Board of Education and District Leadership Team as well as other stakeholders for review, input and discussion. Our district website is a constant resource for these performance results and expectations. The adequacy of district initiatives and programs is determined by consistent discussion and analysis of performance results with the school and district leadership.

4. How are staff members across the system and its schools trained to understand and use data to impact teaching and learning in the classroom?

Principals are trained to analyze and use data in making curriculum decisions within their schools. Teachers are then trained on the use of data so they can make revisions to their daily classroom instruction. GCS leverages instructional planning time, Professional Learning Communities, after-school meetings and trainings to discuss and analyze in depth goal summary reports and EVASS data. Faculty meetings and other professional arenas are used to work with teachers on school and district data in order to improve student performance and enhance district wide results all the while working to close gaps that occur between subgroups. Targeted professional development in the appropriate use of assessment systems and related data is provided to staff throughout the district as programs are adopted and implemented. Improvement of student achievement occurs when teachers work collaboratively to interpret relevant data with support from other instructional leaders.

Overall Assessment:

Operational: The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.

Standard 5. Resource & Support Systems

STANDARD: The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A system is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that: enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The system employs and allocates staff well-qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness. The system ensures compliance with applicable local, state, and federal regulations.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators RubricGroup:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: Human Resources. In fulfillment of this standard, the system:

5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities:

Operational

Evidence Provided:

Agendas, minutes, decisions for district and school level IEP meetings

Appropriate space is provided for special need support programs

District staff can affirm that special needs students receive needed support

IEP: Individualized Education Plans

Native language usage is evident for the purpose of supporting learning

Personnel policies ensuring appropriate hiring practices

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Program descriptions: Special Needs Populations

Schedules: District, School, Extra-Curricular; Transportation

Staff Handbooks

Staff schedules and assignments

Student Handbook

5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience):

Operational

Evidence Provided:

Labor agreement

Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Policies regarding NCLB highly qualified teachers

Professional learning opportunities

Staff can affirm that they are teaching in their major area of study

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff:

Operational

Evidence Provided:

Budget demonstrates appropriate allocation for PD

Calendar, agenda, summaries of PD opportunities

District monitoring of professional development implementation

District staff are actively engaged in discussions that have resulted from their professional development experience

District staff can affirm their involvement in professional learning opportunities

Evaluation of PD data

Personnel policies that stipulate PD requirements

Professional development plan

Staff are aware of the requirements for continuous learning

Staff implement effective strategies based on their professional development experience

5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable:

Operational

Evidence Provided:

Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

Policies regarding NCLB highly qualified teachers

INDICATORS: Financial Resources. In fulfillment of this standard, the system:

5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement:

Highly Functional

Evidence Provided:

Annual budget - current, forecasted, fund-equity

Consolidated Application (federal)

Facilities plan - current, future

Facilities protection documentation: insurance, amortization

Fiscal policies: use of all funding, including donations, reserves, discretionary

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

Purchasing/replacement policies: adherence to EEO

School-level budgets

Space is adequate and appropriate to support student learning

State and Federal program budgets for targeted support

5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures:

Highly Functional

Evidence Provided:

Audit reports

Fiscal protection plans: insurance

Organizational oversight of fiscal authority

Payroll and purchasing policies and processes

Practices that support appropriate use of fiscal resources

Secure management of all fiscal processes

INDICATORS: Physical Resources. In fulfillment of this standard, the system:

5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment:

Operational

Evidence Provided:

All district-wide facilities are properly maintained

Calendar of safety drills: fire, tornado, emergency crisis

Curriculum includes attention to cleanliness and safety

District staff are involved in developing and implementing safety policies

District-wide environment is clean and safe

Facilities maintenance reports and plans

HAZMAT (hazardous materials): policies and training

Policies and processes regarding safety

Policies and processes related to student/staff injury

Policies regarding dispensing prescription medications

Stakeholder survey data supporting safety

State and Federal regulations regarding special program safety requirements

5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders:

Operational

Evidence Provided:

Crisis intervention committee

Crisis intervention plan

District staff and students are knowledgeable about emergency procedures

District staff are involved in the crisis intervention team

Emergency procedures

Health support staff are available

Secure record system

Staff Handbook

Student Handbook

Wellness policy

5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment:

Operational

Evidence Provided:

Appropriate district staff affirm their knowledge of the plan for physical asset maintenance and replacement

Physical assets plan: short-term and long-range

Policies and procedures for maintaining and improving physical assets: site facilities, infrastructure, equipment, etc.

5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals:

Operational

Evidence Provided:

District staff are knowledgeable about the short and long range plans for maintenance and replacement of technology infrastructure

Policies and procedures for maintaining and improving technology infrastructure: hardware and software

Policies and procedures regarding appropriate internet access

Policies and procedures regarding the purchase of technology tools

Stakeholders are knowledgeable about policies regarding appropriate internet access

INDICATORS: Support Systems. In fulfillment of this standard, the system:

5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students:

Operational

Evidence Provided:

Advisory plan and program

Alternative Education Program

District monitors instruction for special needs inclusion

District provides guidelines for classroom instruction that demonstrates variety of instructional methodologies to support all students

District provides guidelines for Response To Intervention program and is demonstrated at classroom level

IEP: committee, minutes, calendar, agenda, sign-in sheets

Individualized Development Plans

Labor agreements demonstrating appropriate special needs staffing

Master schedules demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Policies regarding use of languages other than English for district communication

Professional development calendar and topics

Special Needs Department/Committee

Staff affirm their use of instructional strategies that support special needs inclusion

Staffing of Counseling and Guidance programs

Stakeholder survey data supporting special needs programs

Stakeholders affirm their support for the district's special needs programs

Student referral policies and practices

Student referral process and procedures

Students and staff affirm their understanding of special needs populations

Teacher certification, licensure, etc. supporting special needs

Translated materials demonstrate communication to special needs population

5.12 Provides student support services coordinated with the school, home, and community:

Operational

Evidence Provided:

Career Preparation Department/Committee

Community based programs

Curriculum for Career Preparation

District staff affirm that they receive regular training opportunities to support student behavior

District staff are knowledgeable in all aspects of appropriate social/emotional support for student learning behavior

Enrollment data - current status, trends

Guidance and Counseling Department/Committee

Job Placement program

Master schedule indicates availability of career preparation

Orientation to Career Preparation programs

Professional development: calendar, topics

Staff assigned to career preparation programs

Stakeholders are supportive of community-based programs to support student engagement

Students are enrolled in career preparation

Students are knowledgeable about career planning programs

Focus Questions:***1. What is the school system's process for recruitment, induction, placement, development, evaluation, and retention of qualified professional and support staff across the system and its schools?***

The Granville County Schools Human Resource Office is responsible for preparing and maintaining all employee job descriptions and records; for developing, implementing, and monitoring all policies affecting recruitment, hiring highly qualified (HQ) employees and placement; and for providing support to the administration in managing school district personnel issues.

Granville County Schools participates in and provides many opportunities to recruit, place, develop, evaluate and retain qualified professionals and support staff across the system and its schools. The district has established, adopted, and put into action a collection of policies and practices to provide such opportunities. Granville County Schools believes every student deserves to be taught by a highly qualified teacher. Teachers will be reassigned both within schools and the district to create equitable placement of highly qualified, experienced teachers. Principals have access to HRMS for online applications regarding certifications, qualifications and teaching preferences.

The Granville County Schools System adopted the new Teacher Evaluation Process during the 2010-2011 school year, and all observations, evaluations, and teacher rating summary forms are completed on-line. This new process is designed to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth.

Granville County Schools looks at the HQ status of all schools of all teacher licensure needs. Teachers and paraprofessionals must be HQ to be hired for Title I schools. Exceptions will be extremely rare and will only happen if no HQ candidates are available. In addition, our district has worked diligently to ensure that all teachers hired for course subject areas in non-Title I schools have HQ teachers in place. Additionally, sixty-three teachers have received National Board Certification (NBCT). Licensure areas that are difficult to staff exist in math, science, ESL and special education. Praxis reimbursement is available to assist these critical need licensure areas. Tuition reimbursement is available for teachers and paraprofessionals to complete degrees or course work.

Granville County Schools encourages paraprofessionals to become teachers through our tuition reimbursement program and over the past few years these individuals have become teachers in our classrooms. Our local job fair and the GCS website are used to recruit qualified professionals from teachers graduating, relocating, or let go from surrounding counties due to our current economic climate. Another recruitment strategy is our partnership with Teach for America (TFA).

Granville County Schools provides a support system for beginning teachers through its Beginning Teacher Support Program (BTSP). This support system begins with New Teacher Orientation. These teachers participate in four days (or ten days if a Lateral Entry Teacher) orientation prior to the opening of school on the systems mission, goals and expectations, curriculum and instruction initiatives, classroom management, the North Carolina Professional Teacher Standards and the North Carolina Teacher Evaluation Process, the school orientation and Support Services. Beginning teachers in years one through three are provided a mentor and support coach. Lateral entry teachers complete a two week orientation and portfolio to include curriculum development of lesson plans, classroom management and observations, as well as school policies, procedures and expectations. The evaluation of personnel can be found in Board Policy #7810.

Experienced trained mentor teachers mentor new teachers in a three-year Beginning Teacher Program. This program provides a support system by meeting monthly for reflection, focusing on common issues of newly licensed teacher and helping teachers develop an individualized professional development plan through Teacher

Talks.

Granville County Schools has established cohorts encouraging advanced degrees from North Carolina State University (NCSU) and East Carolina University (ECU) in partnership with other surrounding counties. The first cohort program for the Doctorate in Educational Leadership (NCSU) started in the spring of 2009. The Master of School Administration (NCSU) is a two-year, part-time course of study available to cohorts of degree-aspirants employed by Granville County Schools. The last cohort began in 2011. The Masters of Reading K-12 (ECU) is a two-year, part-time course of study available to cohorts of degree-aspirants. The fourth cohort began in the Summer 2011. Granville County Schools has made these cohorts available to encourage teachers and administrators to advance their degree status.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school system's vision, programs, services, and its plans for continuous improvement?

The Granville County Board of Education maintains financial accounts in accordance with generally accepted accounting principles and procedures. Records audited annually by an independent certified public accountant (CPA) firm. Review of the latest audit report indicates that the District received an excellent opinion from the auditors.

The system closely manages its various sources of income to support regular expenditures. This information is annually reported in summary format and is used as a communications tool whenever presentation are made to community leaders and other community organizations.

Funding for major school construction projects will usually be originated through bond funding dedicated to specific construction projects. The Superintendent of Finance, a certified public accountant, in conjunction with the County Finance Director, supervises debt service management. The Finance Department, in conjunction with the Superintendents' administrative team, maintains and monitors financial records that describe the overall financial operations and financial condition of the system. In addition to major school construction, the district maintains and monitors a multi-year facility improvement plan, with which school and district level personnel work together to establish priority needs each year.

The Granville County Board of Education develops and implements an annual budget that provides the resources to support the vision, mission and goals of the system. The annual budget is compiled with input from individual schools and departments. The input is based on data from schools and school system performance and is guided by projections in the system's District Improvement Plan (DIP) and each school's School Improvement Plan (SIP). When the budget is adjusted to actual revenues, resources are provided according to school and department priorities submitted along with the budget requests. The process includes the cooperative efforts of local, state, and federal governments to provide the resources needed to meet the systems goals. The budget is allocated to follow instructional needs. The budget document includes budgets for all funds within the school system and is monitored throughout the various cost centers and specific accounts. Bookkeepers are assigned to work with the various funds and grant budgets. These annual reports and summary information are available in the documentation provided during the on-site visit.

Granville County Schools makes all financial and budget allocation decisions based on our mission and goals. The administrative team works together to ensure we use our funding in the most efficient way to continually improve the teaching and learning environment. To ensure we are using our financial resources the best way possible we have engaged several outside agencies to review many of the departments within the district. We have hired consultants to review finance, human resources, technology, maintenance and curriculum. The board and administration of Granville County Schools has a commitment for continuous improvement and engaged in these reviews to take a "hard" look at what can be improved. We have implemented many improvements based

on the recommendations and are continuing implementation.

In spite of tough these economic times, we have continued our technology initiatives to ensure we are preparing our students for a 21st century environment. We currently have 1:1 laptop environments on our South Granville, JF Webb High School, and Granville Early College campuses. During the 2011-2012 school year, we have worked with county officials to open a new elementary school, Tar River Elementary, which is infused with technology. These elementary school students have the opportunity to work with technology on a daily basis.

We are currently facing very challenging economic times. Although this requires fiscal austerity, nothing will reduce our commitment to providing high quality teaching and learning opportunities to students. In the past few years the Board and administration have been required, for financial reasons, to make very difficult budget decisions. Although finances have mandated these decisions, we have made the decisions with what is best for the teaching and learning environment of our students.

3. How does the school system ensure, support, and monitor the provision of resource and support services that meet the needs of all students?

Granville County Schools ensures, supports, and monitors the provision of resources and support services that meet the needs of all students. The system accomplishes this by supervision, observation, yearly reviews of employees, teacher and administrator's evaluation tools, monitoring of support services takes place. Granville County Schools Board policy #7810 mandates the superintendent to ensure that an effective staff evaluation system is established and maintained. All state requirements in regard to the type and frequency of evaluation are met. Certified employees develop goals that are in line with the District Goals and School Improvement Plan that will positively impact student learning. Administrator and teacher evaluation are in accordance with the state of North Carolina Teacher and Administrator Evaluation rubrics. Granville County Schools has also established the Learning Centered School which is a professional development that emphasizes twenty-three learning principles to enhance teaching and learning or the Artisan Teacher as it is referenced in the county. The superintendent also visits Principals on a quarterly basis to discuss, observe and evaluate the progress of each school. Twice a year, a curriculum site visit is done by the Assistant Superintendent to evaluate the school's adherence to the curriculum, school improvement plan and district goals.

Granville County Schools restructured the support services sector with the assistance of TA Cook Consultant group. This restructuring process took about 4 months under the guidance of TA Cook and was handed over to the support services leadership team. This restructuring has improved the services provided to the whole system. Facilities are maintained to insure a safe school environment. Buildings are monitored from the maintenance department to insure regulated temperatures and proper operation of all machinery. The maintenance department has a work order system and work orders are completed in a timely manner. The maintenance group meets on a weekly basis to set priorities and discuss safety in the workplace. There is a schedule of upkeep for all facilities that is in place. A long/short term plan is in place so that schools get the appropriate preventative maintenance in a timely manner. Custodians have a handbook to follow about proper maintenance and cleaning of the buildings. This is under the direction of a custodial lead. The custodial lead travels to each school evaluating and advising custodians on the proper methods for cleaning the building. A monthly meeting of head custodians is held to discuss issues and best practices. There is an automated system for ordering custodial supplies. School grounds are maintained by contracted services. These services are competitively bid in the spring of the year.

Granville County Schools has established an energy conservation program that uses common sense processes to reduce the use of energy while keeping buildings comfortable and well lighted. Energy Education recognized Granville County schools for saving over one million dollars during a period of 18 months. The county has also introduced a recycling program with a part time coordinator. This program has reduced the amount of waste and made the entire county aware the need for recycling. The transportation department has managed to maximize

routes and thus reducing fuel use and reduction of overtime pay. This department has also been recognized for reducing the number of infractions during an inspection by the state and efficiency in operation thus increasing the revenue received from the state. Each of these departments is progressing toward greater efficiency and thus reducing cost.

To insure safety in the workplace, Granville County Schools has a Safety/Regulatory Coordinator who oversees all areas of safety. This coordinator requires operation reports which include G.S. 115C-228(d) Principal's Monthly Fire Drill and Inspection Report, The North Carolina State Board of Education Sanitation Monthly Report and Emergency and Granville County Schools' Exit Lighting Monthly Inspection. Each school has a safety committee, that meets regularly and assesses safety concerns to reduce/eliminate hazards. Copies of the minutes are sent to the Safety Regulatory Office. The local Fire Marshall, an electrical inspector from County Building Codes and the Health Department on a regular schedule inspects schools. Our cafeterias are also inspected and graded by the local Health Department. Fire Alarm Systems, Fire Extinguishers and Fire Sprinkler systems are inspected by certified inspectors in compliance with codes and statutes. Elevators and Boilers/Pressurized vessels are inspections that are coordinated with NCDOL for compliance. Granville County Schools has an active Integrated Pest Management Program as required by state statutes to lessen exposure to pesticides by our students, visitors and employees. The system has an electronic system employed to distribute to all employees and track a web based Safety training program that covers a broad range of school related safety and human resource subjects. Subjects are assigned and a permanent transcript is maintained.

On the Granville County Schools web site under Safety Department you will find components of our safety plan.

Granville County Schools Instructional Technology Services (ITS) supports, monitors, and provides resources to meet the needs of all students. Each school submits a five year Instructional Technology Plan to guide and plan for technology and instructional technology needs. Granville County Schools completes and submits to the Department of Public Instruction the AMTR (Annual Media and Technology) report at the school and district annually to assist in meeting the school, district and the states instructional technology goals. Additionally, the district submits a two-year Technology Plan, which is board approved, to Department of Public instruction. The plan outlines the districts' strategic technology goals.

Additionally, the School Technology Needs Assessment (STNA) survey is conducted bi-annually to assess technology resources in all schools. The district is developing an Instructional Technology Advisory Board, which meets to evaluate instructional needs and requests throughout the district. In addition, the district has a Media Technology Advisory Committee. The lead librarian chairs the committee. The group works with schools to ensure that purchases are within guidelines and standards of the district infrastructure. The technology director approves all technology purchases to ensure compatibility and alignment with district instructional technology goals.

Overall Assessment:

Operational: The school system has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system employs and allocates staff members who are well qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.

Standard 6. Stakeholder Communications & Relationships

STANDARD: The system fosters effective communications and relationships with and among its stakeholders.

Impact Statement: Impact Statement: A system is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators RubricGroup:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

6.1 Fosters collaboration with community stakeholders to support student learning:

Highly Functional

Evidence Provided:

Agendas, minutes, calendar of parent meetings

Calendar of events that promote stakeholder involvement

District staff affirm that stakeholders are involved in many aspects of district events, activities, decisions

Internship/partnership agreements with community-based business and agencies

Parents and community members regularly volunteer time in district

Policies regarding suggestions, grievances

Stakeholder survey data

Stakeholders affirm that they are involved in many aspects of district events, activities, decisions

6.2 Uses system-wide strategies to listen to and communicate with stakeholders:

Operational

Evidence Provided:

Calendars, agendas, minutes of parent meetings

District Improvement Committee: agendas, minutes, membership

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

Policies regarding formal inclusion of stakeholder involvement

Stakeholders affirm they have variety of opportunities to be formally involved in life of district

Web page dedicated to parents/community members

Wide variety of stakeholder communication documents/avenues

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system:

Operational

Evidence Provided:

Advisory Committees

Calendar, agendas, minutes, committee membership

District staff affirm that they regularly include community in preparing instructional delivery activities

Policies regarding volunteer involvement

Schedule of volunteer activities

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:

Operational

Evidence Provided:

Brochures, pamphlets

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent -teacher conferences: calendar, procedures, participation data

Parent Handbook

Parents and students are informed and involved in developing individualized learning plans for students

Parents and students are informed and involved in making course selections

Regularly published newsletters to community

Student Handbook

6.5 Provides information that is meaningful and useful to stakeholders:

Highly Functional

Evidence Provided:

Parent -teacher conferences: calendar, procedures, participation data

Policies regarding reporting schedule

Report cards

Focus Questions:

1. How does the school system's leadership ensure that the system and its schools are responsive to community expectations and stakeholder satisfaction?

Granville County Schools values and understands that both the internal and external community relationships we build and nurture are critical to the future of our children. These relationships are essential to ensuring that all of our students are prepared for the 21st century. Our mission states that: In partnership with the community, we will continually improve all educational services to prepare our students today for a successful tomorrow. We strive to build and maintain these community partnerships in a variety of ways, and at many levels across the district.

At the district level, this process began with the development of our mission and vision statements. We held a series of planning sessions that allowed for the input from a wide array of stakeholders, including educators, parents, community members and students. This resulted in a strong core set of guiding expectations for the district. Additionally, the Superintendent Advisory Council is held monthly and consists of representative members from across the district. The Superintendent Parent Advisory Council was dissolved in the 2011-2012 school year, and replaced by a more effective scheduled rotating visit of the Superintendent to PTO meetings across the district. Both of these venues provide an opportunity to cultivate and secure meaningful information and establish beneficial working relationships. Select leaders from across the district are also involved or have formed partnerships with the local Chamber of Commerce, Vance-Granville Community College, the Rotary Club, County Commissioners, and leaders from local business and industries. In addition, Granville County Schools works closely with the Granville Education Foundation, a non-profit organization dedicated to supporting student achievement in our schools. Finally, our Board of Education has strong relationships with other local governmental agencies, including the Board of Commissioners, the Chamber of Commerce, The Granville County

United Way, faith-based organizations, and civic groups.

At the school level, School Improvement Team organization includes parent representatives at each school site, and helps guide the establishment of school goals and assist in monitoring academic progress. Parent-Teacher Organizations, Advisory Councils, and Booster Clubs involve parents and the community in school wide efforts to reach these goals. All meetings are open to the public and have recorded minutes. Our schools are also community partners with several local churches and community recreational leagues, opening our facilities to be used by others outside of the regular school day.

Parents have many opportunities to be involved in our schools. Teacher conferences, open house events, curriculum meetings, festivals and celebrations, special events, dances, concerts, athletic events, and volunteer opportunities are all designed to foster family and community involvement in schools. Many schools also offer before and after school day care and summer programs in a response to stakeholder need.

2. What avenues are used to communicate information to stakeholders about the effectiveness of the school system and its schools, including the sharing of student performance results?

Communication and sharing of information to school stakeholders about our schools is critical to district improvement efforts. An open dialogue is essential to promote participation and transparency. Representation of stakeholder groups on various advisory groups and forums ensures input from all school communities. Other avenues that support these efforts are:

- AlertNow message service allows parents to receive special school messages via phone calls, emails, and SMS. Frequent and prompt return of parent phone calls and emails is an important expectation in Granville County Schools. The system also has a feature that allows principals to translate into Spanish (and other languages) for those parents who prefer to get messages in their native language. Additionally, one elementary principal is able to read these translated messages and delivers the phone messages himself.
- District, school and teacher webpage presence provides a wealth of information for stakeholders. Parents may check for news, announcements, events and individual information about their child's classroom. The NC School Report Card information is also linked via these sites. This website is available to be accessed in multiple languages.
- District personnel maintain and update each year a list of approved interpreters for the district. Schools and other departments (such as the EC program) call upon these interpreters to assist with parent meetings and other events.
- Granville County Schools also has piloted Parent Assist, a parent portal to NCWise which allows parent access in real time to student grades and academic progress.
- Print materials are also sent home in the form of progress reports. These student information reports are sent out periodically throughout the year to advise parents and guardians of academic progress and behavior. In addition, individual schools send out newsletters, flyers, handbooks, curriculum guides, brochures, and calendars. The district makes every effort to have such system-wide notices or policies translated into Spanish, the predominant language spoken by parents of English Language Learners. These include the annual FERPA statement, as well as local computer use documents and others that require a parent signature.
- Our local media include three newspapers, and we are covered by the major news networks of the Triangle area. Our Public Information Officer not only fields inquiries but also helps publicize a steady stream of positive news stories to these media outlets. The Granville County Schools district main webpage also archives these

stories.

- In addition to male and female athletic programs at the middle and high school level, we also have musical, theatrical and artistic showcases for our students. Summer leadership camps, clubs, Career and Technical Student Organizations, and JROTC provide numerous opportunities for students to interact with the community, state and nation. These programs are all examples of student successes that involve business partners, community mentors, and parents.

- Community volunteerism is also strong in our district, with strong partnerships existing with the American Cancer Society and the Relay for Life, the Granville County United Way Day of Caring, the Area Congregation in Ministries Food Drives, and the Habitat for Humanity fundraising and building projects. Our schools also have strong relationships with groups such as the Rotary Club, the Lions Club, and other civic organizations.

Because Granville County Schools is a rural community, our stakeholders value the presence of administrators, teachers, and other staff members at extra-curricular activities, church functions, and community events, each of which provide conversations and interactions that build and enhance relationships that support the capacity for improvement. To accomplish the mission of preparing our students today for a successful tomorrow, Granville County Schools realizes that it takes the support and involvement of all.

Overall Assessment:

Operational: The school system has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.

Standard 7. Commitment to Continuous Improvement

STANDARD: The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A system is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained and the system and its schools demonstrate progress in improving student performance. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness, and assessment of the improvement process.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators RubricGroup:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results):
Operational

Evidence Provided:

Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in a specific program that supports continuous improvement

District staff affirm their involvement in continuous improvement committees

Graduation and retention rates

Information/Data system

Postsecondary engagement: employment, college

Professional Development Plan: agenda, topics

Record of student performance improvement efforts

Specific program initiatives to support continuous improvement

Stakeholder survey (satisfaction) data

State/Federal Accountability Plan

7.2 Engages stakeholders in the processes of continuous improvement:

Operational

Evidence Provided:

Calendar, agendas, minutes, sign-in sheets demonstrating stakeholder involvement in district and school improvement

District and School Improvement plan indicating membership of committees

Policies, procedures for district and school improvement committee work

Stakeholder survey data demonstrating stakeholder involvement in district and school improvement

7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning:

Operational

Evidence Provided:

Calendar, agendas, minutes of school improvement meetings

Data: student performance, stakeholder opinion are used in development of school improvement plan

District staff affirm their understanding of the impact of programs that support student learning

Evaluation data demonstrating impact of plan and actions taken to remediate

School improvement plans demonstrate alignment with district vision, purpose

Student performance targets are communicated to all stakeholders

Vision, purpose posted in district-wide facilities

7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels:

Operational

Evidence Provided:

District guidelines and professional learning provide strategies for effective instruction for closing achievement gaps

District staff affirm that they regularly use data to inform their practices

District staff affirm their involvement in evaluating the impact of instruction on student growth

School improvement plans demonstrate evaluation of goals, objectives, and strategies impact on student growth

7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals:

Operational

Evidence Provided:

Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in professional learning

Personnel Policies that outline staff evaluation process

Professional Development Plan: agenda, topics

7.6 Monitors and communicates the results of improvement efforts to stakeholders:

Operational

Evidence Provided:

Annual Report

District staff and stakeholders affirm the use of performance data during Parent-Teacher conferences

Information/Data system

Newsletters, brochures

Parent-Teacher conferences

Staffing assignments support monitoring and reporting of continuous improvement efforts

7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement :

Operational

Evidence Provided:

District and School Improvement Committee meetings: calendar, agenda, minutes, dispositions

Evaluation of effectiveness of continuous improvement plan and process

7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide:
Operational

Evidence Provided:

District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

Policies and procedures for engaging in district-wide and individual school improvement planning, implementation, and monitoring

7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts:
Operational

Evidence Provided:

District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

District expectations and guidelines for all schools and departments to engage in a continuous improvement process

District staff affirm their knowledge of the district's expectations and guidelines for supporting student performance

Focus Questions:

1. Describe the process for continuous improvement used by the school system and its schools and the impact of this process on student learning and system effectiveness.

In order for student learning to be effective, there must be continuous monitoring of programs, curricula, and assessments. It is imperative that we utilize the correct tools to garner the most student success. To ensure high student success we use student data to determine the programs implemented. We use the Education Value-Added Assessment System (EVAAS) to predict student outcomes on the elementary and middle school End-of-Grade (EOG) and high school End-of-Course (EOC) assessments and to determine which students are at risk of failing academically. The prediction model allows teachers to determine which of their students need additional assistance and resources in order to be proficient on the EOG or EOC.

ClassScape is one tool utilized to monitor student growth. The teachers use this system throughout the year to assess their students' strengths and weaknesses and design their instruction. The district creates quarterly benchmarks using ClassScape to assess a select group of elementary, middle, and high school subjects. We give the benchmark assessments during a predetermined testing window. Once the testing window ends, the director of testing and accountability disseminates the results to the Curriculum and Instruction Department. The Curriculum and Instruction Department reviews this data and shares the results with individual principals.

In addition to monitoring the state and federal mandates, we have several methods to address continuous improvement within our district. Our involvement in the Phi Delta Kappa Curriculum Audit (PDK Audit), the GCS Balanced Literacy Model, and the Artisan Teacher initiative are all efforts that we believe have had a positive effect on student outcomes.

The PDK Audit exposed areas of weakness in our district from a systems approach, but it opened dialogue about

our priorities. We requested the audit understanding that the results would show several areas of concern. We have embraced the recommendations by developing a plan to implement changes.

Our district created an in-depth plan to support the Granville County Schools Balanced Literacy model. Within this plan there is a timeline for cross-grade level implementation, details of professional development, and descriptions of the roles and responsibilities for various staff. The plan also supplies classroom evaluation tools to monitor progress.

We are in our fourth year of the Artisan Teacher initiative. It includes professional development that focuses on teacher talents and provides observational tools that guide in identifying these talents. When teachers recognize their teaching talents and improve upon them student learning increases.

2. What process is used to ensure that the improvement goals reflect student learning needs and are aligned with the vision and purpose of the school system and its schools?

Our mission is clear: “In partnership with the community, we will continually improve all educational services to prepare our students today for a successful tomorrow.” We strive to fulfill it each day, one child at a time. In order for students to learn, they must come to school prepared to learn. Student learning is changing. We have embraced the different needs of our students through several initiatives that enhance student performance: technology, online learning, and alternative education.

School Improvement Teams develop their individual school mission and vision statements to reflect district beliefs. These statements are the core of the improvement efforts outlined in the school’s individual plan. School teams use formative and benchmark assessment data to develop improvement goals and revisit them throughout the year. The improvement process reflects student learning needs because we develop district and individual school goals based on this extensive analysis.

3. What process is used to ensure that system and school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

Granville County Schools designed the Professional Development Plan to support system- wide, school level, and individual employee improvement.

We use the National Staff Development Council Standards as the foundation for the high level of quality expected from our staff development activities. These standards provide direction for designing a professional development experience that ensures educators acquire the necessary knowledge and skills to enhance teacher performance and ultimately improve student achievement. Our staff development is results-driven, standards-based, and job-embedded.

District Leadership develops and implements a District Improvement Plan, serving as an umbrella under which schools and staff members create their respective plans. District leadership assesses the present state of the school system and envisions the progress and growth the district should achieve by the conclusion of each school year. The District Improvement Plan provides the guiding principles and structure for school principals, their staffs, and other stakeholders to use in developing plans for student achievement.

Professional development is an integral component of school improvement. Its underlying focus is on improving student learning. Elements of successful professional development are: (1) professional development is designed by assessing needs and establishing goals; (2) the professional development centers on the learner, emerging from student data, needs identified by teachers, and those identified by administrator observations; (3) professional

development sustains growth; (4) it requires resources; and (5) it includes evaluation of the professional development provided and its impact on student learning.

Specific to identifying professional development needs, teachers complete a needs assessment survey in the spring of each school year. District leaders compile and analyze the survey data and present it to schools each summer during what's called, "Data Days." As a result district leadership may develop focus groups where guidance is given to schools. Regardless, principals will develop Leadership Teams. As a part of the teams' roles and responsibilities, they will discuss professional development needs and possible opportunities for meeting those needs.

For available staff development the following process ensures that staff members have access to and receive credit for participating in a course. Participants register online, attend the session, and evaluate the session at the conclusion of the course.

In 2011, the North Carolina Department of Public Instruction granted Granville County a school calendar waiver of five days to ensure that teachers, administrators, and paraprofessionals receive staff development in the area of the Common Core Standards and Essential State Standards. Other professional development and technical assistance training in the county include, but are not limited to: Artisan Teacher Training, Aspiring Administrators Institute, New Teacher Orientation, a plethora of Professional Learning Communities, and more.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

After Central Services approves the School Improvement Plan principals present Plans to faculty along with expectations regarding implementation. Ongoing classroom observations and faculty meetings allow opportunities to ensure implementation of the Plan. Curriculum Coaches within the district provide technical assistance in individual classrooms to assist teachers with strategies to improve student achievement.

Curriculum visits and quarterly principal evaluation meetings, conducted by district administration, offer opportunities to monitor implementation of strategies and school progress towards meeting goals. Classroom observations, ongoing teacher evaluations, and quarterly assessments of student performance allow for school-level monitoring of implementation and progress. At the classroom level, teachers have regular grade-level and department meetings during which they review available data and develop plans to meet the needs of individual students.

The district Director of Testing reviews achievement data with principals, directors, and administration as obtained from Quarterly Assessments, EOGs, and EOCs. The district and individual school results are available to the public in the North Carolina School Report Card.

Each School Improvement Team includes a parent representative to facilitate the communication of Plan development and progress with the community. School and district web pages, PTO sessions, and School Board meetings also communicate the intent, progress, and results of the School Improvement Plans. We encourage stakeholders to review and provide feedback throughout the process as a component of continuous improvement.

Overall Assessment:

Operational: The school system implements a collaborative and ongoing process for improvement that aligns most functions of the system and its schools with the expectations for student learning. Improvement efforts are sustained and the system demonstrates progress in improving student performance, system and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

QA Methods

1. What processes does the district use to monitor and document improvement?

The School Improvement Plans in Granville County Schools are living documents. We utilize federal, state, and local accountability measures (K-2 Assessments, EOGs, EOCs, District Benchmarks) as indicators for continuous improvement. The Curriculum and Instruction Department (C&I) requires each school to submit its School Improvement Plan (SIP) for review and comments. Once C&I gives a final endorsement each school formally presents its individual plan to the Board for approval. The Assistant Superintendent of Curriculum and Instruction, along with the elementary, middle and high school directors, meet quarterly with each administrative team to review the SIP, test data, and other district initiatives.

In addition, we acquired the services of Phi Delta Kappa to evaluate our curriculum and make recommendations that will allow us to work more efficiently and make the greatest use of our resources. The Superintendent and members of the Board of Education believe that we must be honest about our failures as well as our successes.

2. How does the district provide meaningful feedback and support to its schools and across the district?

We have Data Days each summer for elementary, middle, and high schools. At that time, the Director of Testing and Accountability disseminates all available reports and data to each principal and assistant superintendent via flash drive. Elementary, middle, and high school directors and curriculum coaches also receive the data. All parties, including assistant principals, analyze the data and discuss methods that will improve both the individual school and the district. The principals and assistant principals then take the information back to their schools' improvement teams to further analyze the data and make building level adjustments. Our School Improvement Plans thus reflect adjustments made by each school community.

Curriculum visits and quarterly principal evaluation meetings, conducted by district administration, offer opportunities to monitor implementation of strategies and school progress towards goals. Leadership meetings, Principal meetings, Superintendent's Council, Central Services Administrative Team meetings, Teacher Mentor Program, and Curriculum Coaches provide feedback and support.

3. How does the district ensure that the AdvancED standards are met by all the schools and the district as a whole?

Our Superintendent directs us to keep our primary focus on student achievement. We believe that all students should be afforded the best education. With that, it is important to note that although we do not articulate the AdvancED standards verbatim, we continuously improve education for our students, faculty, and community

stakeholders using the standards as a guide.

To ensure that we understand what is articulated in the standards the Superintendent, the Assistant Superintendent of Curriculum and Instruction, and leaders selected from the C&I team review the status of the seven standards in the district. Parents, faculty, staff, administrators, and community stakeholders serve on committees for each standard to evaluate our performance.

4. How does the district regularly collect, use, and communicate results?

The Director of Testing and Accountability, the Assistant Superintendent of Curriculum and Instruction, and the elementary, middle, and high school directors and instructional coaches meet regularly with principals and their leadership teams to evaluate student progress. The school improvement teams evaluate student progress through benchmark testing, discipline, and dropout data. We readily share this information with our local media and on our district website.

The Superintendent holds weekly meetings with the Assistant Superintendents and all district directors to ensure that each person is up-to-date on the status of programs and initiatives in the district. The district posts the minutes from each meeting to a Wikispace, to which each principal has access. This interactive communication allows principals to ask questions, make comments, and address concerns at their schools.

Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

As an overarching statement and consistent throughout the standards is a commitment to enhanced student achievement and opportunities through innovative practices, the specificity of which is contained in each of the standards. The Board and Administration, through collaboration and communication with all stakeholders, is committed to continuous improvement and making Granville County Schools the most effective district in providing for a 21st Century learning environment.

Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school system's greatest strengths?

The greatest strengths of the district include a focused and committed vision and purpose. The Superintendent repeatedly reminds all stakeholders that Granville County Schools is committed to three things: the Artisan Teacher, Balanced Literacy, and enhancing technology. In addition to these three areas, we have committed our professional development days to preparing for the transition in our curriculum to the new NC Standard Course of Study which includes the National Common Core State Standards for Math and English Language Arts and the remaining North Carolina Essential Standards.

Another strength of the district revealed throughout the standards is that of effective communications and relationships. The administration has made great efforts in enhancing the flow of communication among stakeholders and thus, building and enhancing relationships.

Finally, one of the most notable strengths of the district is that of innovation. It is clear throughout the standards that the Board and administration along with all stakeholders has a clear commitment to innovation and seeking the most effective ways to create positive learning environments and enhance student opportunities and achievement. The enhanced technology throughout the district is very impressive for a rural school system of our size. The positive trends seen in our data reflect successes that have occurred.

What would you consider to be your school system's greatest challenges?

A continued area of concern and challenge is that of curriculum alignment particularly in light of the upcoming transition to the new standards. Despite the leadership of the curriculum and instruction team in preparing for the transition, the scope of the work required cannot be accomplished effectively in the time allotted.

Student achievement, as measured by the raising the bar of the state's accountability testing program and the federal government's mandate under No Child Left Behind, is a focus for the district's improvement efforts. The need to continue technology upgrading for our students is a major issue impacting our school system as well.

The current economic climate is certainly a challenge for all school districts across the state and Granville is no exception. Funding to provide enough personnel and all appropriate resources requires creative leadership and great fiscal responsibility.

How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

The process for sound quality assurance begins with a district and school-wide needs assessment using analyzed data. District and School Improvement Plans are aligned with the 21st Century goals from the state department and guide the work. As goals and strategies are established, they are shared and developed further with help from the School Improvement Teams at each school, board members, and members of parent organizations.

Opportunities for growth in our schools are identified. The administrative leadership team combines all the information and incorporates this information in developing the strategic plan that guides Granville County Schools in accomplishing the overall goal of providing a 21st Century education for students.

Our collaborative focus and deliberate efforts to involve as many stakeholders as possible has helped our LEA in forming our vision and goals. As a result of these efforts and our continued and focused efforts at enhanced communication between and among stakeholders, we operate more cohesively and collectively as a school system. We continue to work interdependently rather than independently as we strive to meet our goals. We will continue working to establish improved student achievement as our focus, using research-based, best practice methods and innovative practices to accomplish our goals.

Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
1. Vision & Purpose				
1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders				✓
1.2 Communicates the system's vision and purpose to build stakeholder understanding and support				✓
1.3 Identifies system-wide goals and measures to advance the vision				✓
1.4 Develops and continuously maintains a profile of the system, its students, and the community				✓
1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services			✓	
1.6 Reviews its vision and purpose systematically and revises them when appropriate				✓
2. Governance & Leadership				
2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system			✓	
2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system			✓	
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations			✓	
2.4 Implements policies and procedures that provide for the orientation and training of the governing board			✓	
2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources			✓	
2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations			✓	
2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations			✓	
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness			✓	
2.9 Creates and supports collaborative networks of stakeholders to support system programs			✓	
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals			✓	
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			✓	
2.12 Assesses and addresses community expectations and stakeholder satisfaction			✓	
2.13 Implements an evaluation system that provides for the professional growth of all personnel			✓	
3. Teaching & Learning				
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills			✓	
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning			✓	
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels			✓	
3.4 Supports instruction that is research-based and reflective of best practice			✓	
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity			✓	
3.6 Allocates and protects instructional time to support student learning			✓	
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment			✓	
3.8 Supports the implementation of interventions to help students meet expectations for student learning			✓	
3.9 Maintains a system-wide climate that supports student learning			✓	
3.10 Ensures that curriculum is reviewed and revised at regular intervals			✓	
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction			✓	
4. Documenting & Using Results				
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free			✓	
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of				

teaching and learning			✓	
4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance			✓	
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders			✓	
4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness			✓	
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence			✓	
4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations			✓	
5. Resource & Support Systems				
5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities			✓	
5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)			✓	
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff			✓	
5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable			✓	
5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement				✓
5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures				✓
5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment			✓	
5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders			✓	
5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment			✓	
5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals			✓	
5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students			✓	
5.12 Provides student support services coordinated with the school, home, and community			✓	
6. Stakeholder Communications & Relationships				
6.1 Fosters collaboration with community stakeholders to support student learning				✓
6.2 Uses system-wide strategies to listen to and communicate with stakeholders			✓	
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system			✓	
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders			✓	
6.5 Provides information that is meaningful and useful to stakeholders				✓
7. Commitment to Continuous Improvement				
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)			✓	
7.2 Engages stakeholders in the processes of continuous improvement			✓	
7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning			✓	
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels			✓	
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals			✓	
7.6 Monitors and communicates the results of improvement efforts to stakeholders			✓	
7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement			✓	
7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide			✓	
7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts			✓	